



COLLEGE FOR EMPLOYED ADULTS

A Survey of the Facilities in Canada  
for the Formal College Education of Employed Adults

and

A Study of the Characteristics and Achievement of  
Undergraduates in the Evening Division of the  
Faculty of Arts, Science and Commerce of  
Sir George Williams College

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A Thesis  
Presented to  
the Faculty of Graduate Studies and Research  
McGill University

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In Partial Fulfillment  
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Master of Arts  
(Education)

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by  
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## CHAPTER I

### INTRODUCTION

#### 1. Purpose of the Study

In spite of the fact that there were, in Canada in the year 1938-39, over 11,000 adults following college or university studies for "credit" toward academic degrees, and that formal college education for employed adults has been a part of the service of many of Canada's institutions of higher learning for years, extremely little research has been done in this field. Much has been written regarding the study of adults in other fields of adult education. The "non-credit" courses offered by many university extension departments have received much publicity, and records of their development, their successes and their problems are available.

An institution providing facilities for adults, equivalent to those provided for young men and women in the regular day sessions of a college or university, finds that the way is uncharted. It must obtain and build upon its own experience. Even from the United States, where there are now many such institutions, little help is available in an easily communicable form.

Over a period of years the officers of Sir George Williams College had acquired many insights into the peculiar problems of adult students in the evening division of its Faculty of Arts, Science and Commerce, and had evolved administrative practices and instructional methods to meet the situation. They felt, in the fall of 1938, however, that the time had come to make a thorough analysis of the nature of that particular part of its student body and to seek objective answers to such



questions as, What are the significant characteristics of evening college students? What factors common to employed adult students have an important influence on their achievement? How can conditions for adult college study be improved?

This study was undertaken in an attempt to answer these questions, particularly for Sir George Williams College, but also for the benefit of other institutions of higher learning which offer, or may offer, similar facilities for adults.

## 2. Scope of the Study

Immediately after research was begun it became quite clear that the examination of the particular problems of Sir George Williams College could be made meaningful only if the reader were given a panoramic view of the extent and diversity of the facilities in Canada for the formal college education of employed adults. This, then, was the first task. A brief survey of such facilities available in the year 1938-39, together with some discussion of them, is to be found in Chapter II of this study.

Next, in order that the problems being examined might be seen in relation to their setting, a description of the evening division of the Faculty of Arts, Science and Commerce of the College was prepared, with particular attention given to administrative details. This forms Chapter III of the study.

Chapters IV and V concern themselves with analyses of the characteristics and achievement of evening college undergraduates. Most of the data were obtained during the year 1938-39, a single academic year. A definite limit is set by this fact on the value

of these data, especially with relation to the studies of achievement -- the degree of achievement, causes of success and failure, student "mortality" etc. More significant trends probably would be found by a study extending over a number of years, allowing the accumulation of much more data regarding each student and also allowing opportunity for the checking and re-checking of findings from year to year.

In another way, however, it may be fortunate that no attempt was made to extend the study into the following years, and it is indeed fortunate that the data used were obtained in the year 1938-39, for Canada's entry into war in September, 1939, created abnormal conditions for all Canadians, including evening college students. Through good luck, therefore, our material refers to comparatively normal conditions.

It will be noted that at few points are day and evening college students compared. What little research has been done in connection with evening university study has concerned itself largely with such comparison. This is due, I think, to the feeling that formal education for employed adults had to be justified, and that the best defence lay in showing that adult college students are just as able, and can do just as good work as younger students in day colleges. The results of such research are conclusive and justification at this point is adequate. (See, for example, McGrath and Froman (1) and Sorenson (2) for such studies.) Rather than go over ground already covered, therefore, this present study concerns itself with problems not by any means so thoroughly investigated.

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(1) McGrath, Earl J., and Lewis A. Froman, "The College Aptitude of Adult Students".

(2) Sorenson, Herbert, Adult Abilities.

### 3. Methods used in the Study

Information regarding the facilities in Canada for the formal college education of employed adults was obtained by sending a questionnaire to every institution of higher learning in Canada which was listed in the "Annual Survey of Education in Canada, 1936" (3) as enrolling undergraduate or graduate students in correspondence, summer school, evening or other extramural courses. (A copy of the questionnaire is included in the Appendix.) After the information was classified and summarized it was returned to the universities and colleges concerned for verification.

Administrative details regarding the evening division of the Faculty of Arts, Science and Commerce of Sir George Williams College were obtained from publications of the College, and from experience as registrar there.

Data pertaining to the characteristics and achievement of evening undergraduates were secured by the use of questionnaires, the administration of psychological tests, the completion of psychological inventories, numerous interviews with students over several years, and by reference to the examination records of the College. (Samples of the questionnaires, tests and inventories used are included in the Appendix.) Following the classification, recording and interpretation of the data thus obtained, some of them were related by statistical methods in an attempt to indicate more clearly their significance.

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(3) Dominion Bureau of Statistics, Annual Survey of Education in Canada, 1936.

## CHAPTER II

### FACILITIES IN CANADA FOR THE FORMAL COLLEGE EDUCATION OF EMPLOYED ADULTS.

By formal college education is meant education at the college or university level with studies organized after the pattern of most day colleges - specified curricula, continuity from entrance to graduation, credit for courses completed and the award of degrees or diplomas for the completion of the studies required in the curricula. This form of organization is to be distinguished from informal adult education, and non-credit extension courses, lectures and study groups.

The group designated as employed adults includes all men and women, of whatever age, who have completed their secondary education and for whom schooling is no longer the primary occupation. It includes, therefore, some who may not be actually employed but who would be classed as workers rather than as students.

On the following pages is an outline of the facilities in Canada for the formal college education of employed adults. Data are for the academic year 1938-39. They were obtained, except where noted, from the colleges and universities listed. All data have reference only to undergraduate or postgraduate students studying in other than regular winter sessions, at times or by means which permit them to study and follow full-time employment concurrently.

Column 1 (Number of correspondence students) lists the number of these students studying in 1938-39 by correspondence or directed reading.

Column 2 (Number of summer session students) lists the number studying in summer sessions, 1939.

Column 3 (Number of evening session students) lists the number studying in evening classes, including late afternoon classes and Saturday morning classes.

Column 4 (Gross total) is the summation of columns 1, 2 and 3.

Column 5 (Duplicates) contains the reported number of individual students included more than once in columns 1, 2 and 3.

Column 6 (Net total) is the gross total less duplicates (column 4 minus column 5).

Column 7 (Fields of study available) lists the fields of study available to these adult students.

Column 8 (Degrees and diplomas offered) indicates the degrees and diplomas which are offered to adult students by correspondence, summer session and evening study.

Column 9 (No. of awards, 1939) gives the numbers of such degrees and diplomas awarded to adult students in other than regular sessional courses in 1939.

It should be observed that it is most difficult to group students of the French language universities (Laval and Montréal) in the classifications which suit the English language institutions. Consequently, the data for these two universities must be regarded as only approximately comparable to the data for the others.

Facilities in Canada for the Formal College Education of Employed Adults  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
<u>Acadia University, Wolfville, N.S.</u>								
56	122	-	178	10	168	Arts	{ M.A. Diploma in Jr.Arts	4
						Science	M.Sc.	-

Work for postgraduate degrees may be completed in summer sessions. Two years of the four required for the degrees B.A. or B.Sc. may be completed in summer sessions; for this work the Diploma in Junior Arts is awarded. Selected courses may be begun during the summer and completed extra-murally.

<u>Mount.St. Vincent College, Halifax, N.S.</u>								
-	84	31	115	-	115	Arts	B.A.	3

At least one year in regular day sessions is required for graduation.

<u>St. Mary's College, Halifax, N.S.</u>								
-	26	-	26	-	26	Arts	B.A.	7
						Science	B.Sc.	4
						Commerce	B.Comm.	-

Students may qualify for the degrees offered at summer school alone, or summer school plus outside credits.

<u>University of New Brunswick, Fredericton, N.B.</u>								
-	126	-	126	-	126	Arts	B.A.	4
							M.A.	5

Students may qualify for these degrees entirely in summer sessions.



Facilities in Canada for the Formal College Education of Employed Adults \*(cont'd)\*  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
---	---	--	----------------	------------	--------------	---------------------------------	------------------------------------	--------------------------

Mount Allison University, Sackville, N.B.

61	140	-	201	14	187	Arts	B.A.	5
						Science	B.Sc.	3

Ordinarily, correspondence and summer school courses merely supplement attendance at regular sessions but occasionally older students are allowed to graduate entirely by correspondence study and summer school courses.

Sir George Williams College, Montreal, Que.

-	-	194	194	-	194	Arts	B.A.	2
							Assoc. in Arts	4
						Science	B.Sc.	3
							Assoc. in Sc.	4
						Commerce	B.Sc.(Com.)	-
							Assoc. in Com.	3

Students may complete work for degrees and diplomas entirely in evening classes - diploma of Associate in 3 years, Bachelor's degree in 6 years.

Bishop's University, Lennoxville, Que.

-	20	-	20	-	20	Arts	M.A.	-
						Education	M.Ed.	-

Only graduates holding bachelor's degree may take the summer courses for credit. They may complete the residence requirements for the master's degree by attendance at four summer sessions. The courses are designed primarily for teachers.

Facilities in Canada for the Formal College Education of Employed Adults "(cont'd)"  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
---	---	--	----------------	------------	--------------	---------------------------------	------------------------------------	--------------------------

McGill University, Montreal, Que.

-	-	400 <sup>x</sup>	400 <sup>x</sup>	-	400 <sup>x</sup>	Accountancy	Licentiate in Accountancy	?
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<sup>x</sup>606 course registrations by an estimated 400 individuals. No figure reported for number of diplomas awarded in 1939. Dominion Bureau of Statistics report shows none for 1936.

Courses open to students of the accountancy associations of the Province of Quebec. The university grants the diploma which, in turn, is honoured by the professional societies.

-- United Theological College, Montreal, Que.

17	-	-	17	-	17	Theology	B. D.	1
							D. Th.	-

Candidates for B.D. must supplement correspondence study by attendance at regular day sessions for at least one year. Graduates of the College may complete all work for the D. Th. degree by correspondence.

Université de Montréal, Montreal, P.Q.

-- Ecole des Sciences sociales, économiques et politiques

-	-	225	225	-	225	Sciences Sociales	(Doctorat Licence Baccalaureat)	- 34 5
						Journalisme	Diplome	20

Facilities in Canada for the Formal College Education of Employed Adults <sup>^(cont'd)^</sup>  
 (Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
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Université de Montréal, Montreal, P.Q. <sup>^(cont'd)^</sup>

-- Ecole des Sciences sociales, économiques et politiques <sup>^(cont'd)^</sup>

A two year course in social science, evening classes only. A grade of 12/20 entitles student to the baccalauréat, a grade of 14/20 to the licence. The doctorat is awarded for the same course plus research and a thesis. The school is designed to serve business and professional men and women and those seeking government posts. The course in journalism is of one year's duration, also complete in evening classes.

Université de Montréal <sup>^(cont'd)^</sup>

-- Faculté des Lettres

5	-	150	155	10	145	Littérature française	M.A. & Diplome	66
						Littérature anglaise	M.A. & Diplome	28
						Langues vivantes	Diplome & Certificat	10 ?
						Histoire générale	M.A. & Diplome	3

The courses in French Literature, English Literature and General History are termed "cours fermés", that is for regular students, while those in Modern Languages are "cours libres", that is open to partial students. The latter, therefore, may be improperly included here. Students studying for the M.A. must first have completed studies for the baccalaureat. The diplomas and certificates are awards at lower levels. All these studies may be completed in evening classes.

-- Collège Marguerite Bourgeoys

-	87	67	154	-	154	Arts	B.A.	-
						Musique	B.Mus.	-

Facilities in Canada for the Formal College Education of Employed Adults <sup>^(cont'd)^</sup>  
 (Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
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-- Collège Marguerite Bourgeoys <sup>^(cont'd)^</sup>

These courses are designed to enable students to complete their college education, and include, of course, some work which in English schools would be termed secondary. Students listed in the column "Evening" attend Saturday classes only - indicating that the courses are most suitable for school teachers. Courses may be completed in either Summer school or Saturday classes.

-- Institut Pédagogique Saint-Georges

15	450	764	1229	-	1229	Pédagogie	(Diplome (Baccalaureat (Licence (Doctorat	14 9 - -
						Méthods d'Art	Diplome	94

These courses are given expressly to improve teachers in actual service. Entrance requirement is possession of the Provincial Teacher's Diploma. As in the above, courses listed in the column "Evening" attend Saturday classes only. Teachers actually in service may complete the work for degrees or diplomas entirely by correspondence, at summer sessions, or in Saturday classes.

-- Faculté de Philosophie

-	-	38	38	-	38	Philosophie	Licence Doctorat	? ?
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These are actually regular course students who, because of lack of space in the university's present buildings, attend classes in the evening.

Facilities in Canada for the Formal College Education of Employed Adults (cont'd)  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
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Université de Montréal (cont'd)

-- Institut Pie XI

-	-	79	79	-	79	Théologie	?	?
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This division of the university is a part of the Faculty de Théologie but meets in evening classes.

Université Laval, Quebec, Que.

-	125	-	125	-	125	Philosophie	(Doctorat (Licence (Baccalauréat	- - -
						Science ) Lettres )	Baccalauréat es arts	-
						Française Pédagogie	M. A. Diplome Supérieur d'Aptitudes Pédagogiques	- - -

All degrees and diplomas listed may be obtained by summer study alone. Students holding B.A. may qualify for M. A. in French in four summers; four summers are required also for the diploma in Pedagogy. Courses in Philosophy, Science and Letters are of longer duration. The school caters mainly to teachers.

Université d'Ottawa, Ottawa, Ont.

63	127	89	279	25	254	Arts	B.A.	12
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Facilities in Canada for the Formal College Education of Employed Adults (Cont'd)  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	Number of Awards 1939
---	---	--	----------------	------------	-----------	---------------------------------	------------------------------------	-----------------------------

Université d'Ottawa, Ottawa, Ont. (Cont'd)

Students may qualify for B.A. entirely by correspondence, by evening study, or in summer sessions.  
The university is bilingual.

University of Western Ontario, London, Ont.  
(with extension classes in 19 centers in western Ontario)

327	438	506	1271	200	1071	Arts	B.A.	20
				(est.)	(est.)			(est.)

Students may complete studies entirely in summer sessions. Evening course and correspondence course students must also attend either summer or regular sessions.

Queen's University, Kingston, Ont.

1669 <sup>x</sup>	472	-	2141	500	1641	Arts	B.A.	28
				(est.)	(est.)	Education	-	-

<sup>x</sup> The figure, 1669, shown for correspondence study is made up of 523 students enrolled for summer correspondence courses from April to September, 1939, and 1146 for winter correspondence courses from September, 1939, to May, 1940.

For a pass degree a student must take at least nine of the twenty required courses in residence, either at summer school or in regular winter sessions. For an honours degree intramural attendance (in regular winter sessions) for at least one year is required. Of the gross total of 2141 students listed above, 533 are seeking to qualify for a Department of Education certificate rather than a university degree.

The majority of students are teachers.



Facilities in Canada for the Formal College Education of Employed Adults (cont'd)  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	Number of Awards 1939
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McMaster University, Hamilton, Ont.

-	81	160	241	46	195	Arts	B. A.	12
---	----	-----	-----	----	-----	------	-------	----

Study for the degree may not be completed in summer sessions. It may be, but seldom is, completed in evening classes. Usually students combine the two.

St. Patrick's College, Ottawa, Ont.

7	-	65	72	7	65	Arts	B. A.	2
						Commerce	B. Comm.	-
						Social Science	B. S. Sc.	-

Students may complete studies for the above degrees by evening study alone in 5 or 6 years, but correspondence study must be supplemented by attendance at evening or regular sessions.

University of Toronto, Toronto, Ont.

-	278	578	856	109	747	Arts	B. A.	46
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Study for the degree may be completed (1) in summer sessions, for which preparation by correspondence study is required in all but a few courses, or (2) by evening and Saturday morning classes, or (3) by a combination of the three. These facilities are provided especially for teachers. Occasional evening classes are arranged at points outside the university when a sufficient number may be enrolled.

Facilities in Canada for the Formal College Education of Employed Adults (cont'd)  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
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-- Emmanuel College of Victoria University, Toronto, Ont.

75	-	-	75	-	75	Theology	B.D. Th.D.	11
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Students holding the B.<sup>A</sup>. degree and the diploma in Theology may complete study for the degrees of B.D. and Th.D. entirely by correspondence.

University of Manitoba, Winnipeg, Man.

110 <sup>x</sup>	1034 <sup>x</sup>	-	1144 <sup>x</sup>	-	1144 <sup>x</sup>	Arts Science	- -	11
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x

Correspondence course figures are for year 1937-38. Summer session figures are for 1937.

Students could, but do not, qualify for degrees in other than regular sessions. Correspondence instruction supplements Summer School work and is offered in the Junior Division only, i.e. not in the two final years. Both Summer School and Correspondence studies are considered as supplements to, not substitutes for, studies in regular sessions.

University of Saskatchewan, Saskatoon, Sask.

1009	903	39	1951	-	1951	Arts, Science Education Accountancy	- - - -	11
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Students may complete one year's work beyond the matriculation (Grade XII) level by correspondence, attendance at summer sessions or evening classes, or any combination of these. Study for a degree must be completed in regular sessions.

Facilities in Canada for the Formal College Education of Employed Adults (cont'd.)  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	No. of Awards 1939
---	---	--	----------------	------------	--------------	---------------------------------	------------------------------------	--------------------------

-- St. Andrew's College, Saskatoon, Sask.

11	-	-	11	-	11	Theology	B.D.	4
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Students qualifying for entrance to the course in Theology (i.e. those holding the degree of B.A.) may complete their study for the degree of B.D. entirely by correspondence, provided that they have had at least two years on a field.

University of Alberta, Edmonton, Alta.

46	396	-	442	-	442	Arts	( B.A.	-
							( M.A.	1
						Science	B.Sc.	-
						Education	( B.Educ.	-
							( M.A.	5

Undergraduates may complete their study for the degrees of B.A. and B.Sc. entirely in summer sessions but usually attend regular sessions for at least one year. Graduates of the University of Alberta may proceed to a graduate degree in Arts (M.A.) or Education (B.Educ.) by extra-mural reading and attendance at summer sessions only. These facilities are provided especially for teachers.

-- Mount Royal College, Calgary, Alberta.

-	-	30	30	-	30	Arts	-	-
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Offers only junior college work. Balance must be completed at another college or university.

Facilities in Canada for the Formal College Education of Employed Adults \*(cont'd)\*  
(Data for the academic year 1938-39)

Number of Correspondence Students	Number of Summer Session Students	Number of Evening Session Students	Gross Total	Duplicates	Net Total	Fields of Study Available	Degrees and Diplomas Offered	Number of Awards 1939
---	---	--	----------------	------------	--------------	---------------------------------	------------------------------------	-----------------------------

University of British Columbia, Vancouver, B.C.

157	694	67	918	-	918	Arts ) Science )	B.A. M.A.	-
-----	-----	----	-----	---	-----	---------------------	--------------	---

Students may complete studies in summer sessions. Evening course and correspondence course (directed reading) students must also attend either summer or regular sessions.

-- Victoria College, Victoria, B.C.

-	-	16	16	-	16	Arts	-	-
---	---	----	----	---	----	------	---	---

All courses offered are at the Junior College level. Studies for the degree must be completed at other institutions - notably the University of British Columbia, with which Victoria College is affiliated. Most students are teachers.

-- Union College of British Columbia, Vancouver, B.C.

5	-	-	5	-	5	Theology	B.D. B.Th.	- 1
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Ordained ministers may study for degrees of B.D. or B.Th. by correspondence if they live outside the city and are unable to attend regular classes.

<b>TOTALS</b>	3,633	5,603	3,498	12,734	921	11,813		466
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### 1. General Analysis

A brief analysis of these data may reveal interesting highlights in the picture of Canada's college for employed adults.

The Dominion Bureau of Statistics, Education Branch, published in 1939 a study entitled "Higher Education in Canada, 1936-38".(4) In it are listed 197 institutions of higher learning, including colleges affiliated with the universities. Of these, 31 colleges and universities (15% of the total number) provide facilities for the formal college education of adults.

Further breakdown shows that, of these 31 institutions, 16 offer correspondence courses at the college level, 18 operate summer schools and 18 have evening and/or Saturday morning classes. Significant, from the point of view of the employed adult seeking further education, is the fact that but four institutions in Canada (all four are theological colleges) will permit him to qualify for a degree entirely by correspondence study, only 12 will graduate students who have studied exclusively in evening or Saturday classes, and 14 allow students to do all their studies in summer sessions or by a combination of correspondence work or evening classes with summer sessions. Altogether, 26 colleges and universities afford opportunity for complete degree courses in other than regular sessions. An additional five provide one, two or three years of extra-session work and require that the remainder be done in regular winter sessions.

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(4) Dominion Bureau of Statistics, Higher Education in Canada, 1936-38.

## Fields of Study

A more detailed examination of the fields of study open to adults shows that among the 31 institutions listed, the number offering courses in the various fields are as follows:

Liberal arts (including special courses in English and French literature, modern languages, and philosophy) - - - - -	24
Music - - - - -	1
Theology - - - - -	5
Social Science - - - - -	2
Journalism - - - - -	1
Education (including art methods) - - - - -	6
Commerce (including accountancy) - - - - -	5
Pure science - - - - -	8

## Degrees and Diplomas Offered and Awarded

The number of colleges offering degrees and diplomas to adult students, and the numbers of such degrees and diplomas so awarded in 1939 are recapitulated below:

<u>Degrees and Diplomas</u>	<u>No. of Institutions Offering These</u>	<u>No. Awarded, 1939</u>
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### Liberal Arts

Diplomas in Arts (Associate in Arts Diploma in Junior Arts, Diplomas and Certificates in Modern Languages)	3	14	
Bachelor of Arts	15	141	
Master of Arts	7	112	
Baccalaureat en philosophie	2	-	
Licence en philosophie	2	-	
Doctorat en philosophie	1	-	267

### Music

Bachelor of Music	1	-	-
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### Theology

Bachelor of Divinity )	5	6	
Bachelor of Theology )			
Doctor of Theology	2	-	6



<u>Degrees and Diplomas</u>	<u>No. of Institutions Offering These</u>	<u>No. Awarded, 1939</u>	
<u>Social Science</u>			
Bachelor of Social Science ) Bachelier es sciences sociales, ) économiques et politiques )	2	5	
Licence es sciences sociales, économiques et politiques	1	34	
Docteur es sciences sociales, économiques et politiques	1	-	39
<u>Journalism</u>			
Diplome en journalisme	1	20	20
<u>Education</u>			
Diplomas in Education (Diploma in art methods, Diplome supérieur d'aptitudes pédagogiques, Diplome en pédagogie)	3	108	
Bachelier en pédagogie ) Bachelor of Education )	2	9	
Licence en pédagogie ) Master of Education )	2	-	
Docteur en pédagogie	1	-	117
<u>Commerce</u>			
Associate in Commerce	1	3	
Bachelor of Commerce ) Bachelor of Science (Commerce) )	3	-	
Licentiate in Accountancy	1	?	3
<u>Pure Science</u>			
Associate in Science	1	4	
Bachelor of Science	4	10	
Master of Science	1	-	14
TOTAL DIPLOMAS AND DEGREES AWARDED IN 1939 TO STUDENTS IN OTHER THAN REGULAR SESSIONS			466

## 2. Discussion

That these facilities favour teachers is clearly indicated in the above tabulations, which show a decided emphasis on the liberal arts and studies in education.

Further details favouring teachers are revealed when one remembers that attendance at summer schools is limited to people who have vacation periods of at least six weeks. Few workers, other than school teachers, get more than a two weeks' holiday period.

Among the 26 institutions in which degrees may be earned entirely by extra-mural study, 13 require attendance at summer sessions or Saturday morning classes and offer courses chiefly in arts and education. All of these, then, cater particularly to teachers. An additional five colleges offer correspondence and evening courses in Theology only for extra-mural study, catering entirely to clergymen. The remaining eight colleges conduct evening classes. Of these four give courses in arts only, and four include courses in pure science, social science, journalism, accountancy, or commerce, as well as in arts. None offers applied science, law nor such curricula for professional training. Furthermore, in only four of the eight colleges which conduct evening classes do the facilities make it convenient for an employed adult to complete the study for a bachelor's degree entirely by evening study. These four institutions are: St. Patrick's College, the University of Ottawa, l'Ecole des sciences sociales, économiques et politiques de l'Université de Montreal, and Sir George Williams College.

With very few exceptions then, adults occupied in commercial and industrial pursuits are not given the opportunity of obtaining a college

education and degree except by attendance at regular day sessions. They cannot combine such studies with their work. From this standpoint they represent undeveloped resources of great potential value to Canada.

Less than five per cent of the school children of Canada continue to college, and college students in attendance at regular sessions are four times as numerous as adult college students. A statistical analysis of the country's population is not necessary to support the claim that among the men and women not following such studies great numbers are good college material.

Why are there not more evening colleges in Canada?

If all this is true, why have Canadian colleges and universities not recognized the problem and made available the opportunity for evening college studies which these potential leaders lack?

Institutions of higher education in the United States have not overlooked the need. South of our border, in American cities, there are literally hundreds of colleges and universities providing correspondence courses and evening classes by which young high school graduates, and some not so young, can qualify for college degrees in arts, science, commerce, law, medicine, pharmacy, engineering and a host of other fields. Why not in Canada?

First among the answers to that question, I believe, is this. The majority of Canada's officers of higher education do not believe in adult education which has as its goal a tangible reward. Art for art's sake, is their slogan. Why should an adult worker seek a college degree? Such dress is unbecoming. Let him take cultural courses, by all means. But don't allow him to write examinations; don't formalize his study; don't

give him a diploma. (Most of these officials, incidentally, are very busy earning their living in day colleges dedicated to the very ends they condemn as unsuitable for adult education.)

Many of our universities conduct fine extension programmes, offering a wide variety of courses and study groups, lectures and library service. They stimulate their communities with notable success. Too common, however, is the statement, "But of course we do not give credit toward a degree for the study of extension courses".

From what I can learn of adult education in Great Britain, this attitude is usual there. Furthermore, it seems to be appropriate there. The Englishman cares little for academic distinction and scoffs at the American's frantic addition of credits and his love of college degrees. Suppose, though, that an American accepts and lives by the Englishman's philosophy in this matter. He is out of step with his compatriots. He is overlooked when promotions are in order. He may be well educated, but what has he to show for it?

Of course, the distinction drawn here is exaggerated. It will serve, however, to point out that one must bow, to a reasonable extent at least, to local convention. In this matter Canadian convention is much more akin to the American point of view than to the English. We should be willing to accept that, and with it a tolerance toward the popularity in Canada, not only of college education, but of a college degree.

A college degree has for its possessor both commercial value and psychological value. Some employers scorn the college graduate but most

are inclined to favour the man with a sheepskin. Even the scorers, in many cases, grudgingly acknowledge the college man and speed him on to positions of greater and greater responsibility. The possession of a magic scroll, embellished in Old English, and bearing illegible signatures, may not, often does not, actually mean that the individual whose name it bears is an educated man. But its influence is powerful in this day of college consciousness. A degree has commercial value. Therefore, according to the standards by which most men live, it is a worthy goal.

Have you ever met a man who impressed you with his culture, his refinement, his keen interest in his world and yours, and his wide knowledge in many fields? Have you met such a man who frequently lost his self-confidence in the society of others, even of those who were his intellectual inferiors - all because he reminded himself that he had no college education?

"Forget it," you may have told him. "Many a man has done a better job of educating himself than a college ever could do." But he doesn't forget it.

Many men who are well and truly educated behave at times as if they were not. They deceive themselves by thinking that it can be so only when it is written large on an official document. For such men a college degree, aside altogether from the advantages of a college education, has psychological or prestige value. It contributes to the happy adjustment of personality.

Enough of this defence of formal education and academic awards for adults. There are other reasons for Canada's tardiness in this endeavour.

Objection number two to part time study by adults is that the calibre of their study cannot equal that of full time students. After his day's work, it is pointed out, a man is incapable of the necessary concentration. He is fatigued, unresponsive. He has not the time to do justice to his studies. He is distracted by other interests. Standards cannot possibly be met under such conditions.

This objection, is, in part, justifiable. The fact is, however, that adult students do achieve academic success. They work under handicaps, but those very obstacles provide a challenge which stimulates them to even greater effort. Not only that, but there is among adult students pursuing a course of studies continuing over a period of years a notable sincerity and maturity of purpose. These are no run-of-the-mill students. There are highly selective factors influencing the formation of an adult college group. Rarely does a grown man or woman undertake such a task without strong motivation. Much of the data in later pages support this argument.

A further, but minor reason for the present lack of facilities for such studies is the fact that this kind of organization is suited to large urban centers. Of these there are comparatively few in Canada.

Finally, and this is not meant to be unkind, there may be a certain understandable hesitancy on the part of college and university staff members about going to the trouble of developing and providing these extra services. The organization, administration and teaching of full year college courses at times suitable to students who work in the daytime demands the sacrifice of much precious leisure. Much of

our university and college plant, however, is idle after five or six o'clock. That seems a rather shameful waste, particularly when such good use could be made of it.

#### Advantages of the evening college

Not only are such objections easily answered but there are distinct advantages in educational organization which permits adults to follow an integrated programme of studies concurrently with their work.

A source of constant concern to college officials and employers of college graduates is the process of a student's transition from the academic world to that of business and industry. Alert colleges and universities are constantly seeking to introduce into their curricula and methods of instruction elements which may offer partial solutions to this problem. None, however, is as effective as the college for adults which deals from the start with employed men and women.

These students have found their feet in an occupation before beginning their college studies. Even more helpful, though, is the fact that throughout their whole college career they constantly relate studies to work and work to studies. Each pursuit stimulates and adds meaning to the other.

Further, when they graduate, they are not faced with a new world and the necessity of seeking the bottom rung. By that time they usually have become established, have served their apprenticeship. By that time they have gained momentum in an on-going process. Their advantage over the beginner is great.

Another advantage becomes apparent when one examines the student's situation from the point of view of finance. Many able high school

graduates are prevented from attending college by lack of the necessary funds. Many find it imperative that they contribute to the family exchequer rather than drain it further. For men and women in this position the college for adults is a godsend. It enables them to become productive immediately, to aid their families, to support themselves and to finance their own college education. No scheme of student aid, short of free tuition to all, can equal this method of organization as a solution of the problem of providing higher education for the young men and women who come from the middle and lower economic strata.

Still another benefit accruing particularly to the evening college is in its ability to recruit for its instructional staff a large proportion of men and women who teach in the evenings what they practice in the daytime. Theirs is the voice of experience. It is a desirable voice in the classroom. The same method of recruiting is possible and practiced, but to a lesser extent, in day colleges, particularly in professional schools and faculties. The evening college is especially fortunate in this matter.

Reference was made above to the maturity and sincerity of purpose which characterizes adult students, and still other advantages of the college for adults are revealed in subsequent pages. This will suffice for the present to introduce the argument on its behalf.

### 3.. Thesis.

This, then, is my thesis: The facilities in Canada for the formal college education of employed adults are few. The need for an increase in these facilities is great. Employed adults make good students. Expansion of educational opportunity for them is more desirable; it may well be an important factor in the progress of the nation.



### CHAPTER III

#### DETAIL OF AN EVENING COLLEGE

##### 1. General Information

This section is included to sketch for the reader the setting of the following study of the characteristics and achievement of evening college students. The men and women under observation were students in the evening division of the Faculty of Arts, Science and Commerce, Sir George Williams College, Montreal, one of the thirty-one Canadian institutions of higher learning which offer facilities for the formal college education of employed adults.

How this institution developed is worthy of a moment's attention. In 1873 the Montreal Y.M.C.A. embarked on its first venture in formal education when it organized evening classes in vocational subjects. As these grew in size and number the organization became known as the Y.M.C.A. Schools. A greater variety of courses was offered year by year, covering also general education at many levels and later including day classes as well as evening classes. By 1931 the institution had, for five years, been dignified by a name of its own - Sir George Williams College - and comprised five units: Faculty of Arts, Science and Commerce, High School, Elementary School, Business School and School of Art. The high and elementary schools operate evening classes only, but the other three units operate both day and evening programmes. Enrollment in the five units has increased steadily until, in the academic year 1939-40, 2,083 individual students were registered, as follows:

	<u>Day</u>	<u>Evening</u>	<u>Total</u>
Faculty of Arts, Science and Commerce	193	551	744
Evening High School	-	334	334
Evening Elementary School	-	45	45
Business School	331	489	820
School of Art	<u>83</u>	<u>57</u>	<u>140</u>
	607	1,476	2,083
	<u>        </u>	<u>        </u>	<u>        </u>

Students in the evening division of the Faculty of Arts, Science and Commerce numbered 551 in that year. Of these, 291 were registered as "partial" students (studying one or more single subjects, and not necessarily matriculated) and 260 were "undergraduates" (fully matriculated students studying for college degrees). It is with this group of evening undergraduates that our present study is concerned.

The college, which occupies the same plant as Montreal's downtown Y.M.C.A. is located conveniently close to the city's business district. Bus lines, tramways and trains from business, industrial and residential areas provide easy access to the college from all directions. Its location favours an evening programme.

## 2. Curricula.

The curricula offered in the Faculty of Arts, Science and Commerce are three: liberal arts, commerce, and pure science. In liberal arts the diploma Associate in Arts is awarded upon completion of the studies usually covered in day college in two years. Evening students, whose programme is equivalent in every respect to that of day students, usually reach this level in three years. An additional three years (a total of six years) is

normally required to qualify for the degree Bachelor of Arts.

Similarly, junior college diplomas, Associate in Commerce and Associate in Science, are provided for three years' study in commerce and in science, and after six years' study in these fields, the degrees Bachelor of Science (Commerce) and Bachelor of Science are conferred.

In evening courses as in day courses each student is required to complete satisfactorily a total of twenty-one units for the bachelor's degree. By taking an average of three and one-half units each year a student will graduate in six years. No student is required, however, to carry that specific load each year. Some prefer to work on not more than two subjects a year and, consequently, may take as many as ten or eleven years to graduate.

### 3. Class Schedules

Classes are held five evenings a week, two two-hour periods each evening, making a total of ten class periods a week. Several classes are scheduled in each period and a student's timetable is determined by his choice of subjects. If he carries an average load of three and one-half units his schedule will total three periods (six hours) in one of the two terms in the academic year, and four periods (eight hours) in the other term. Courses involving laboratory work each require two periods a week (four hours) while courses involving only lecture and discussion require one period a week (two hours). It can be seen, then, that by a careful selection of a year's programme a student may attend only two evenings a week, although most students are scheduled for three.

The nature and variety of courses offered, and the method of scheduling can be seen in the timetable below which was in effect for the year 1939-40. The academic year is divided into two four-month terms - first term October to January, second term February to May. Unless otherwise indicated, each course listed meets for two terms (eight months).

Timetable of Courses

Evening Division

Faculty of Arts, Science and Commerce.

Sir George Williams College

1939-40

<u>Course No.</u>	<u>Descriptive Title</u>	<u>Class Hours</u>
THE NATURAL SCIENCES		
Biology 101	General Biology	Tues. and Thurs. 8 to 10 p.m.
Biology 102	Genetics and Evolution	Fridays 6 to 8 p.m.
Biology 103	Embryology and Histology	Tues. and Thurs. 6 to 8 p.m. (1st term)
Biology 105	General Physiology	Tues. and Thurs. 6 to 8 p.m. (2nd term)
Chemistry 101	Introductory General Chemistry	Tues. and Thurs. 6 to 8 p.m.
Chemistry 102	Advanced General Chemistry	Tues. and Thurs. 6 to 8 p.m.
Chemistry 103	Qualitative Analysis	Mon. and Wed. 8 to 10 p.m.
Chemistry 104	Quantitative Analysis	Mon. and Wed. 8 to 10 p.m. (1st term)
Chemistry 105	Organic Chemistry	Tues. and Fri. 6 to 8 p.m.
Chemistry 106	Advanced Quantitative Analysis	Mon. and Wed. 8 to 10 p.m. (2nd term)
Chemistry 109	Physical Chemistry	Tues. and Thurs. 8 to 10 p.m.
Chemistry 111	Advanced Organic Chemistry	Mon. and Thurs. 6 to 8 p.m.
Mathematics 101	Algebra, Geometry and Trigonometry	Lecture - Mondays 6 to 8 p.m. Tutorial - Fridays 7 to 8 p.m.
Mathematics 105	Calculus	Wednesdays 8 to 10 p.m.
Mathematics 107	Differential Equations	Fridays 8 to 10 p.m. (1st term)
Physics 101	General Physics	Mon. and Fri. 8 to 10 p.m.
Physics 103	Radio and Sound Reproduction	Wednesdays 8 to 10 p.m.
Physics 106	Light - Optics	Wed. and Fri. 6 to 8 p.m. (1st term)

<u>Course No.</u>	<u>Descriptive Title</u>	<u>Class Hours</u>
Physics 107	Thermodynamics and Kinetic Theory	Wed. and Fri. 6 to 8 p.m. (2nd term)
Physics 108	Radio Theory and Design	Tuesdays 8 to 10 p.m.
Physics 109	Nuclear Physics	Fridays 8 to 10 p.m. (2nd term)
THE HUMANITIES		
Humanities 101	Survey of the Humanities	Fridays 8 to 10 p.m.
Humanities 102	French-Canadian Life and Letters	Mondays 8 to 10 p.m. (2nd term)
English 101A	English Composition	Tutorial hours arranged
English 101B	Survey of English Literature	Tuesdays 8 to 10 p.m.
English 102	19th and 20th Century Literature	Mondays 6 to 8 p.m.
English 103	American Literature	Wednesdays 8 to 10 p.m. (2nd term)
English 105	Literature of Science	Mondays 6 to 8 p.m. (1st term)
English 106	Précis Writing, Commercial Correspondence and Reports	Thursdays 6 to 8 p.m. (2nd term)
English 108	Shakespeare and the Elizabethan Drama	Wednesdays 8 to 10 p.m. (1st term)
English 109	Canadian Literature	Mondays 8 to 10 p.m. (1st term)
English 111	Contemporary English Literature	Mondays 8 to 10 p.m. (2nd term)
English 112	Creative Writing	Fridays 6 to 7 p.m. (1st or 2nd term)
English 113	Study of Selected Period or Author	Fridays 7 to 8 p.m.
English 120	Public Speaking	Tuesdays 8 to 10 p.m. (1st or 2nd term)
English 121	Short Story Writing	Tuesdays 8 to 10 p.m. (1st or 2nd term)
English 122	Short Story Writing, Advanced	Tuesdays 7 to 9 p.m. (1st or 2nd term)
Fine Arts 101	Appreciation of Music	Mondays 6 to 8 p.m. (2nd term)
Fine Arts 103	Drawing and Painting	Tues. and Thurs. 7:30 to 9:30p.m. (1st or 2nd term, or both)
Fine Arts 104	The Theatre as a Reflection of the Life of its Time	Wednesdays 6 to 8 p.m. (2nd term)
Fine Arts 105	Technique of Play Production	Tues. and Thurs. 7 to 10 p.m.
French 101	French Language and Literature	Wednesdays 8 to 10 p.m.
French 103	Study of French Culture	Wednesdays 8 to 10 p.m. (1st term)
French 104	France as a Modern World State	Wednesdays 8 to 10 p.m. (2nd term)
French 107	French Seminar in Oral and Written Expression	Wednesdays 6 to 8 p.m.
German 101	Introduction to German Language	Wednesdays 8 to 10 p.m.
German 102	German Language and Literature	Wednesdays 6 to 8 p.m.

<u>Course No.</u>	<u>Descriptive Title</u>	<u>Class Hours</u>
German 103	German Literature	Thursdays 6 to 8 p.m.
Latin 101	Latin Composition and Classics	Thursdays 8 to 10 p.m.
Latin 102	Latin Literature	Thursdays 6 to 8 p.m.
Philosophy 101	Introduction to Philosophy	Fridays 6 to 8 p.m.
Philosophy 105	Social and Political Philosophy	Tuesdays 8 to 10 p.m. (1st term)
Philosophy 107	Philosophy of Ethics	Tuesdays 8 to 10 p.m. (2nd term)
Spanish 101	Introduction to Spanish Language	Mondays 6 to 8 p.m.
Spanish 102	Spanish Language and Literature	Wednesdays 6 to 8 p.m.
THE SOCIAL SCIENCES		
Social Science 101	Survey of Social Science	Fridays 8 to 10 p.m.
Commerce 101	General Accountancy	Mondays 8 to 10 p.m.
Commerce 102	Advanced Accountancy	Tuesdays 6 to 8 p.m.
Commerce 103	Cost Accounting	Mondays 6 to 8 p.m.
Commerce 104	Financial Organization, Money and Banking	Mondays 6 to 8 p.m. (2nd term)
Commerce 105	Business Administration	Wednesdays 8 to 10 p.m.
Commerce 106	Commercial Law	Wednesdays 6 to 8 p.m. (1st term)
Commerce 107	Advertising	Tuesdays 8 to 10 p.m. (1st term)
Commerce 108	Commercial Law, Advanced	Wednesdays 6 to 8 p.m. (2nd term)
Commerce 109	Transportation and Traffic	Thursdays 8 to 10 p.m. (1st term)
Commerce 110	Marketing and Merchandising	Thursdays 8 to 10 p.m. (2nd term)
Commerce 111	Advertising, Advanced	Tuesdays 8 to 10 p.m. (2nd term)
Commerce 112	Auditing	Thursdays 6 to 8 p.m. (2nd term)
Commerce 114	Credits and Collections	Thursdays 6 to 8 p.m. (1st term)
Mathematics 102	Mathematics of Finance	Thursdays 8 to 10 p.m. (1st term)
Mathematics 103	Statistical Methods	Thursdays 8 to 10 p.m. (2nd term)
Economics 101	Contemporary Economic Problems	Mondays 6 to 8 p.m.
Economics 102	Evolution of Economic Theory	Thursdays 6 to 8 p.m. (1st term)
Economics 103	Political Theory and Modern Governments	Mondays 8 to 10 p.m. (1st term)
Economics 104	Economic Geography	Thursdays 6 to 8 p.m. (2nd term)
Economics 105	Economics and Politics of Canada	Thursdays 6 to 8 p.m.
Economics 106	International Relations	Mondays 8 to 10 p.m. (2nd term)
History 103	Medieval and Modern European History	Tuesdays 6 to 8 p.m.

<u>Course No.</u>	<u>Descriptive Title</u>	<u>Class Hours</u>
History 105	History of the Americas	Tuesdays 6 to 8 p.m.
Psychology 101	General Study of Human Behaviour	Thursdays 8 to 10 p.m.
Psychology 102	Advanced General Psychology	Thursdays 6 to 8 p.m.
Psychology 103	Educational and Vocational Guidance	Mondays 8 to 10 p.m. (1st term)
Religious Education 101	Principles of Religious Education	Tuesdays 6 to 8 p.m. (1st term)
Religious Education 102	Curriculum and Practice in Religious Education	Tuesdays 6 to 8 p.m. (2nd term)
Sociology 103	Social Disorganization and Social Therapy	Thursdays 8 to 10 p.m.

A student in first year science might have a timetable like this:

Chemistry 101	-	Lecture, Tuesdays 6 to 8 p.m. Laboratory, Thursdays 6 to 8 p.m.
English 101A	-	Tutorial, Mondays 8 to 9 p.m.
English 101B	-	Lecture, Tuesdays 8 to 10 p.m.
Mathematics 101	-	Lecture, Mondays 6 to 8 p.m.

Here he has three and one-half courses (English 101A, Composition, is a half course), an average study load, for which he attends classes a total of nine hours in three evenings a week. Students in other courses and at higher levels would have similar timetables.

Most of the courses numbered 101 are scheduled every year in the evening college. The more advanced courses, in many cases, are offered in alternate years. This plan allows each student over a period of years an even greater choice of courses than appears in the list above which includes only the current 1939-40 offerings.

It will be noted, also, that each course involving only lectures meets for but two hours a week, and courses involving laboratory work for four hours a week. When this sort of schedule is compared with that of the day college where lecture courses meet three hours a week, and laboratory courses for six, the question is bound to arise, "How can the evening students do work equivalent to that of day students?"

This is possible in view of the fact that the academic year (October 1st to May 31st) is longer in the evening division than in the day division, more work is covered in less time by the older, more mature evening students, and home assignments are more numerous and more extensive. The content of the evening courses is the same as that in the day courses and evening students write examinations of the same standard - often the same examinations as those set in the day courses.

#### 4. Partial Course Students

So far we have been talking about evening undergraduates and their programmes of study. It was noted above, though, that of the 551 students in the evening division of the Faculty of Arts, Science and Commerce in 1939-40, 291 were registered as "partial" students. These "partial" students follow unit courses without any declared intention of becoming candidates for a degree or a diploma. One might choose a single course in English literature, public speaking, advertising, commercial law, radio theory and design or any other among those listed. He would attend classes with the undergraduates, but suit himself about completing assigned readings or writing examinations. The evening college, then, serves "partial" students in much the same fashion as the more common university extension department ~~non-credit~~ non-credit lectures and courses.

#### 5. Extra-curricular Activities

The organization described above provides college facilities for the employed adult equivalent to those of the day college, except, as you may have been thinking, the extra-curricular activities which form so vital a part of a normal college career. But even these are not lacking.



The evening college students are organized into what they call the "Evening Faculty Student Society". This group, of which all undergraduates and many "partial" students are members, has a very active executive committee, a council of class representatives, and numerous sub-committees for the supervision of social affairs, athletics and clubs. Among the activities sponsored by the Evening Faculty Student Society are dances, splash parties, theatre parties, debates, after-class round table discussion groups, political problems group, women's club, a branch of the Canadian Student Assembly, student newspaper, dramatics, annual student revue, basketball, hockey, swimming, life-saving, and ski-ing. In some instances, notably the student revue, the newspaper and athletics, the evening students work jointly with day students. Incidentally, in so doing they contribute more than a proportionate share of leadership.

How do they participate in such an extensive extra-curricular programme? One is entitled to wonder. For those who are most active the evening college with its activities provides their whole social life. It is more than a place to study; it is a continuous leisure time pursuit.

The pattern of Sir George Williams College is an example of the facilities available in Canada for evening college study. Probably, however, it is not as typical of evening colleges in this country as it is of the group of over thirty-five Y.M.C.A. colleges to be found in the larger cities of the United States. (1) It will serve, though, as the setting for a more detailed study of the characteristics and achievement of evening college students, which follows.

(1) Williams, Paul Edgar, The Y.M.C.A. College. This work presents a very complete picture of the nature, development, organization and functions of Y.M.C.A. colleges in North America, all but one (Sir George Williams College) of which are in the United States.

## CHAPTER IV

### CHARACTERISTICS OF EVENING COLLEGE STUDENTS

In the fall of 1938 the undergraduates of the evening division, Faculty of Arts, Science and Commerce, Sir George Williams College, were questioned, tested and interviewed in order that the college authorities might have more accurate information regarding their maturity, abilities, interests, aims and conditions than can be obtained by casual observation. It is the purpose of this section to outline, classify and comment upon the data obtained.

These characteristics have been grouped roughly into five divisions, and will be set forth in this order: 1. Personal data. 2. Scholastic aptitudes and abilities. 3. Study conditions. 4. Interest and motivation. 5. Economic status. Each main division has been divided into sub-divisions which are closely, if not exclusively, related.



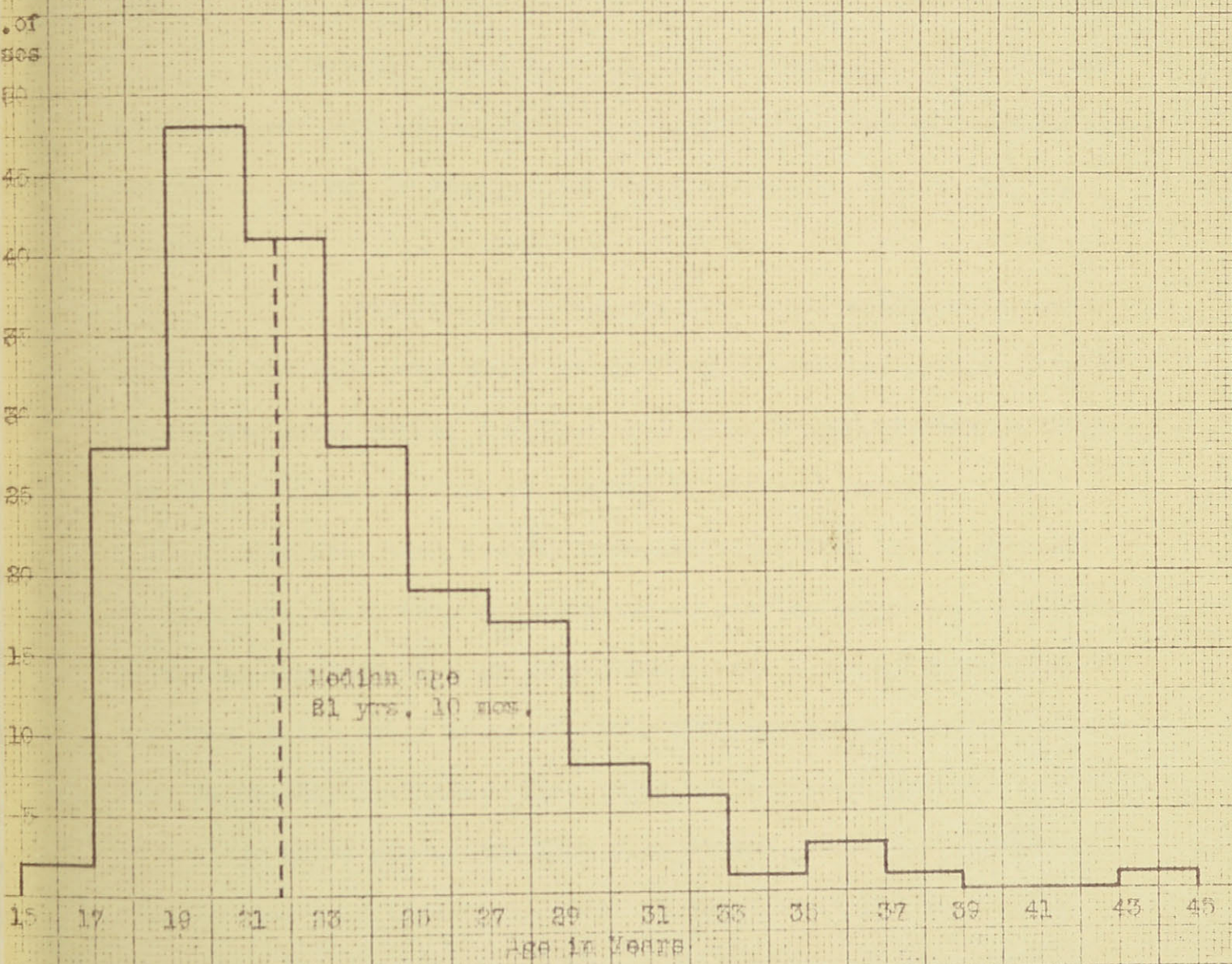


FIGURE 1

AGE DISTRIBUTION OF 203 RVMS-C UNDER-24S

## 1. Personal Data

### Age

The undergraduates who registered in October, 1938, for the academic year 1938-39 ranged in age from 16 to 44 years. The median age was 21 years, 10 months, and the distribution may be seen in Figure 1.

It is interesting to compare this distribution with that found in the same year among partial course students (range 15 to 56 years; median 23 years, 6 months) and among undergraduates in the day division (range 17 to 43; median 20 years, 7 months).

The fact that evening undergraduates are, on the average, about a year older than day students in similar courses is explained, first, by the fact that in 1938-39 there was a larger proportion of students in the early years of their courses in the evening division than in the day division. Also, most day students proceed directly to college after graduation from high school, while for evening students there is usually an interval of at least a year. During this time, presumably, they find and become settled in their first jobs, get over their familiarity (sometimes disgust) with schooling, begin to count the advantages of further education and arrive at a decision regarding their vocational plans. Added to this, of course, is the likelihood that some such interval is necessary for them to become able to finance their college studies.



The value of this time lag becomes apparent in class. Students who have found their way in the world of work are prepared, when they begin their college studies, to relate theory to practice, to seek specific goals and to exhibit an independence of thought not common to day college freshmen.

As was pointed out above, the range in age of partial course students is wider than that of evening undergraduates and the median age is nearly two years higher. Some of the younger students are not qualified for entrance to the undergraduate course, and it is likely that many of the older students choose partial, short term courses rather than a degree course because the length of the latter, at their age, seems over great.

No doubt, too, there are many older students in partial courses who did not matriculate when in high school. Any of these, however, who wish to proceed to a degree may seek to qualify under special regulations, often called "mature matriculation," for persons over twenty-one years of age. These regulations are as follows:

#### Special Entrance Requirements for Persons over

##### Twenty-one Years of Age.

Persons over 21 years of age who may not have satisfied the technical requirements for high school graduation, but have the capacity to do college work may qualify for admission as undergraduates in the Faculty of Arts, Science and Commerce by any one of the following plans:

(1) In certain cases it may be advisable for the student to study one year in the Evening High School of the College, following a programme of selected preparatory studies.

(2) If the above plan is considered unnecessary the student may be given a one-hour test of scholastic aptitude. (1) If his score on

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(1) At the time of this study the test in use was the American Council on Education Psychological Examination for College Freshmen.

the test is as high as that of the average first year college student he will be admitted as a "conditioned" undergraduate to the regular programme of studies. The condition may be removed by the completion, with satisfactory grades, of one year's study in the Faculty.

(3) Those who prefer, may prove their ability and qualify as undergraduates by registering as partial course students in the subjects of the first year. Completion, with satisfactory grades, of the year's work will entitle the student to undergraduate standing and courses so completed will be credited toward his degree.

Each year much good undergraduate material is selected on one of the bases outlined above.

### Sex

The fact that the college is a part of the Young Men's Christian Association always has restricted the enrollment of women students, in spite of repeated assurances through channels of publicity that it is co-educational. The proportion of women is gradually increasing, however, and by 1938-39 the distribution of undergraduates in the evening college was:

Men	- 86%
Women	- 14%

Added to the deterrent mentioned above is the probability that employed women on the whole are less interested in lifetime careers in business and hence less interested in higher education of a formal nature than are men. The proportion of women in partial courses is 25%; nearly twice as large as the proportion in the degree courses.

### Marital Status

As might be expected because of the amount of time required for the pursuit of evening college studies, most of the undergraduates were found to be free of binding obligation to members of the opposite sex.

When questioned, 4% of the undergraduates replied that they were married, 1% engaged, and 18% "going steady", while 77% claimed to be quite free of such entanglements.

Among the partial course students 12% were married, 4% engaged, 21% "going steady" and only 63% quite free.

### Religious Affiliation

Religious distinctions command more attention in the Province of Quebec than in other Canadian provinces, particularly the distinction between Roman Catholics and Protestants. Hence our interest in this analysis.

Since the Y.M.C.A. is Christian and its control almost entirely in the hands of those professing the Protestant faith it is to be expected that the majority of students in the college will be Protestant. Of those whose religious affiliation was known, 69% were Protestant, while 22% were Roman Catholic and 9% Hebrew.

The college makes no distinction, in its registration of students, on religious lines. Therefore, in spite of its predominantly Protestant atmosphere, it appeals to a large number of students of the Roman Catholic faith and a fair proportion of members of the Jewish community. These proportions are not comparable to the proportions in the city of Montreal, however, and the student body likely would include a much smaller percentage of Roman Catholics and Hebrews if those communities provided for their members comparable facilities for evening college study.

### Personal and Social Adjustment

In order to arrive at some estimate of the degree to which the evening undergraduates are adjusted, both personally and socially, they were asked to complete the adult form of the Bell Adjustment Inventory.

This inventory contains 160 questions which may be divided into



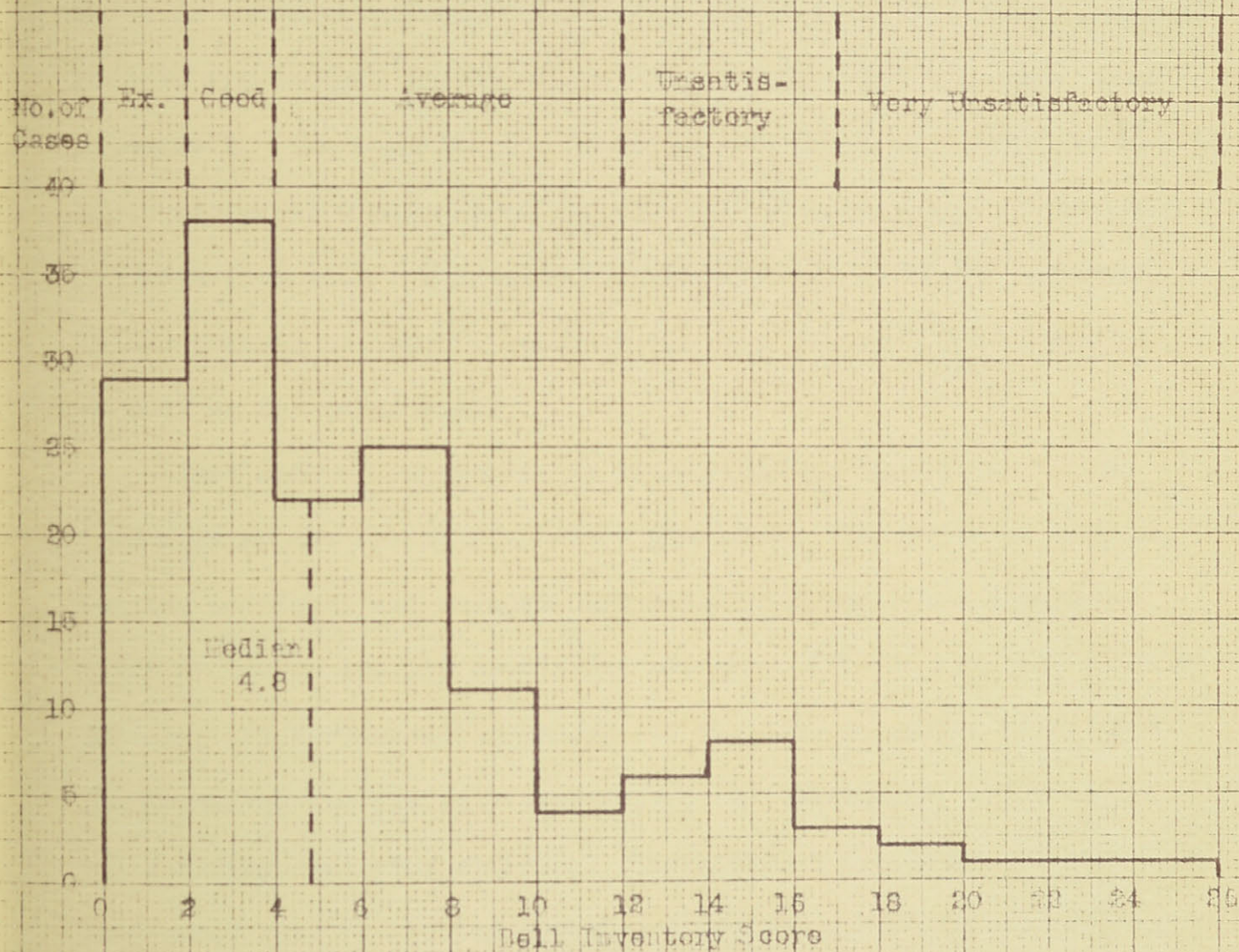


FIGURE 2

BELL INVENTORY HOME ADJUSTMENT SCORES OF 161 EVENING SCHOOL GRADUATES



five groups, the first related to home adjustment, the second to health adjustment, the third to social adjustment (i.e. degree of dominance or submission), the fourth to emotional adjustment and the fifth to occupational adjustment. In each case a high score (abnormal answers are scored) indicates poor adjustment and a low score, good adjustment. The norms of the inventory are based on a study of adults whose scores were related to the opinions of experienced counsellors who knew them well. Figures 2 to 7 show the distribution obtained in the evening college for each of the five parts of the inventory as well as for total score.

Each area of adjustment is interpreted by the author of the inventory by the use of five score groupings. In the cases of home, health, emotional and occupational adjustment and total adjustment, these groupings are (1) excellent, (2) good, (3) average, (4) unsatisfactory, (5) very unsatisfactory. In the case of social adjustment the groupings are (1) very aggressive, (2) aggressive, (3) average, (4) retiring, (5) very retiring. The author's groupings are indicated in Figures 2 to 7. In the author's norms the groupings are slightly different for men and women. The groupings for men are indicated in figures 2 to 7 because only 14% of the students included were women.

Home Adjustment. As will be seen in Figure 2, for the majority of students the score on the home adjustment section of the inventory is favourable. The median score is near the top of the "average" group and comparatively few students are classified as below average. The home adjustment patterns of individuals were particularly interesting. The most frequent source of maladjustment revealed was that of the conflict

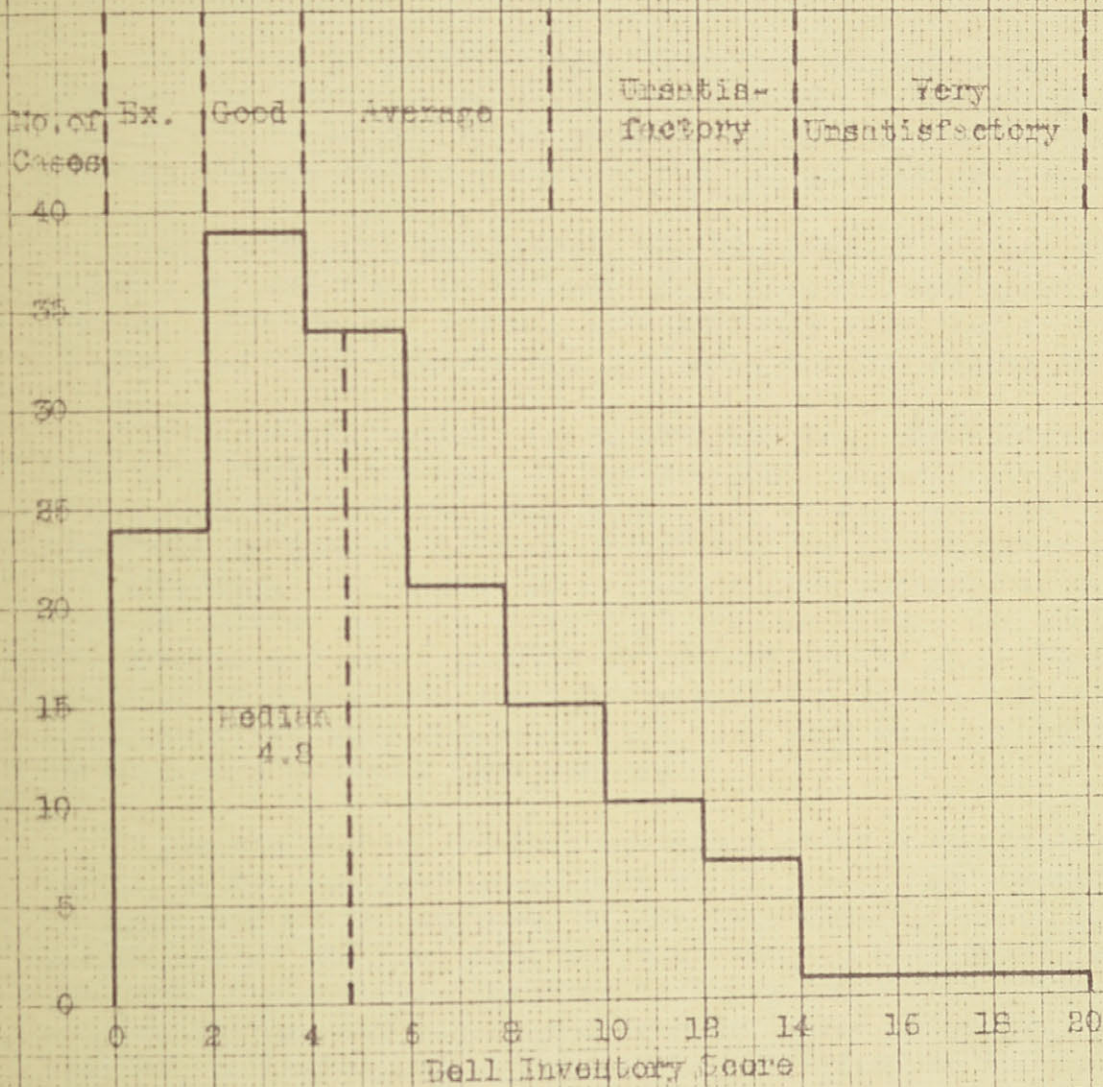


FIGURE 3

BELL INVENTORY HEALTH ADJUSTMENT SCORES OF 155 EVENING UNDERGRADUATES



of two cultures within the family - the conflict between the attitudes of first generation Canadians and those of their European-born parents.

A few notes on one student with a very unsatisfactory home adjustment score may be of interest at this point.

Miss A is 19 years of age, vivacious and likeable. She is physical instructress at a settlement house in one of Montreal's slum areas, is in her first year of the B.A. course in the evening college and is interested in social work as a career.

She lives with her father, who was born in Russia, and her mother, who was born in Poland. She, herself, was born in Canada, received her primary and secondary schooling in English language Montreal schools and professes the Protestant faith.

Her home environment is restricting and, she believes, much less happy than that of her friends. One of her parents is nervous and irritable and gets angry at her very easily. She feels no lack of love or affection, but of understanding and sympathy. Her choice of occupation was contrary to her parents' wishes and she feels that they criticize her unjustly. Her parents are not congenial or well-suited to each other and the home is often in a state of turmoil and dissension. She is unhappy in her home and would like very much to leave it in order to have more personal independence.

Miss A's problem is that mentioned above - one of the most common in metropolitan areas such as Montreal. Its background is the clash of the cultures of two generations, one of the old world, one of the new, and, in this case, is aggravated by emotional disturbances peculiar to her parents. In spite of this situation, her adjustment in other areas is better than average; her emotional adjustment is, according to the Bell Inventory, superior. She is conscious of her problem, though, and sought counsel about it.

Health Adjustment. In view of the conditions under which evening students work it is rather surprising to find such an apparently high average health adjustment score as is indicated in Figure 3. Again, few students are classified as below average, and only three are rated as very unsatisfactory. Incidentally, of these three, one was forced to drop out during the school year and another did not return the following



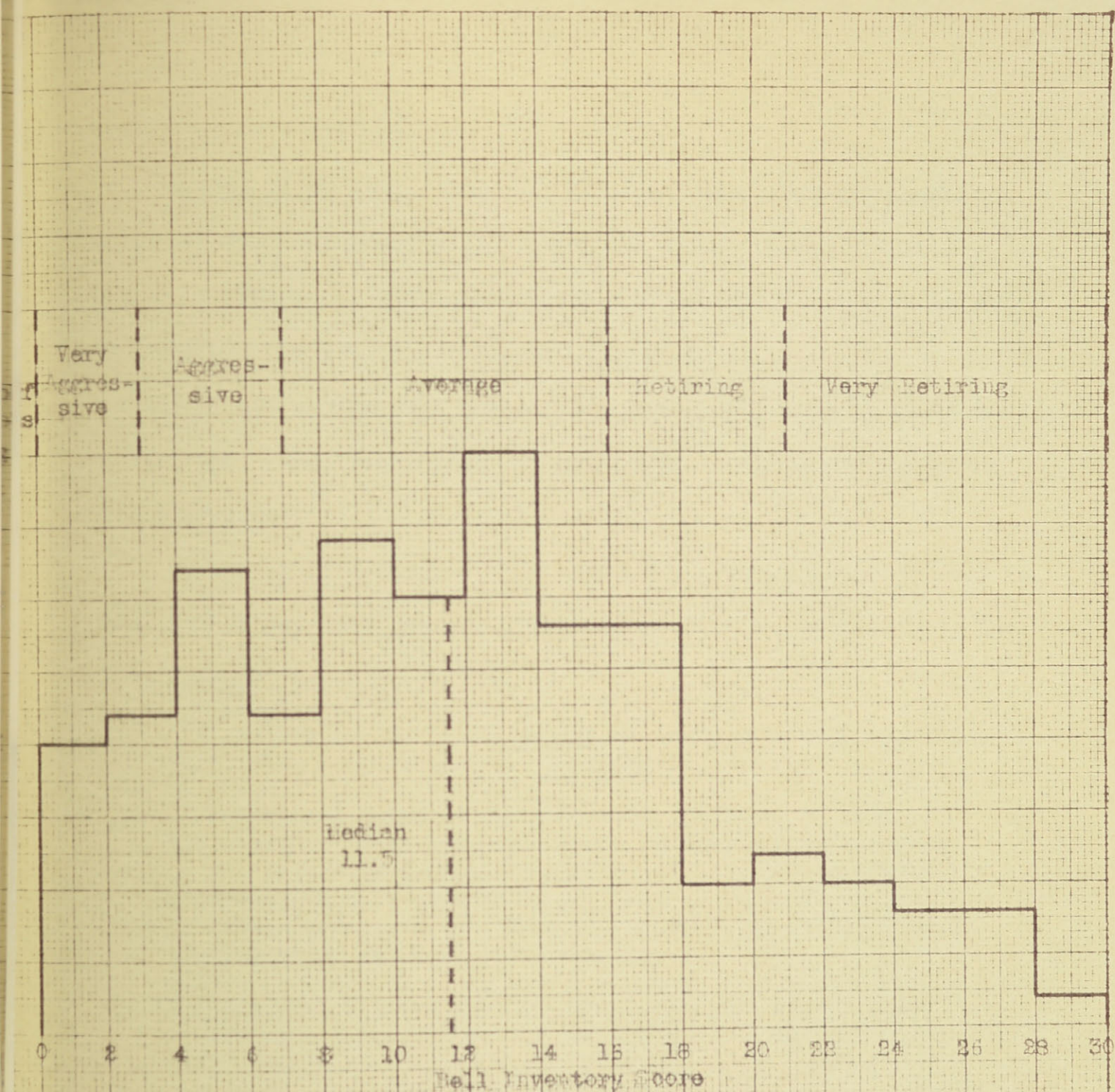


FIGURE 4

BELL INVENTORY SOCIAL ADJUSTMENT SCORES OF 155 EVENING UNDERGRADUATES



year, because of ill health.

Social Adjustment. When the evening undergraduates' scores in this area are compared with the norms for the inventory it would appear, in Figure 4, that the distribution is fairly close to normal. In the group the students with the tendency to be aggressive in social situations are approximately balanced by those who tend to be submissive or retiring. The median score is very close to the mid-point of the "average" group.

By way of illustration, the social adjustment of two students is described below. One, whom we shall call B, is very aggressive. The other, Miss C, is very retiring.

B, who is 20, is attending the evening college for the first time - a freshman in the commerce course.

Within a month of his coming he was known to most of the students, both men and women. Loud-voiced and hearty, he is constantly promoting student activity in the athletic programme, almost overacting his role as chairman of the athletics committee. He belongs, as well, to at least half a dozen other extra-curricular groups.

He will talk to anyone, about anything, at any time. Nor is he a talker only. He is, himself, an exceptionally fine athlete.

Brought up in a small Ontario town, he came to Montreal in the late summer of 1938, found a job within a few days, and some weeks later, gave it up for a better one. Without any financial backing from his family, his self-reliance and aggressiveness served him well in his rapid adjustment to the big city and his new environment.

His social aggressiveness is particularly surprising because one side of his face is very noticeably disfigured by a dark red birthmark extending from temple to neck. But he seems unperturbed by the attention this elicits from his fellows.



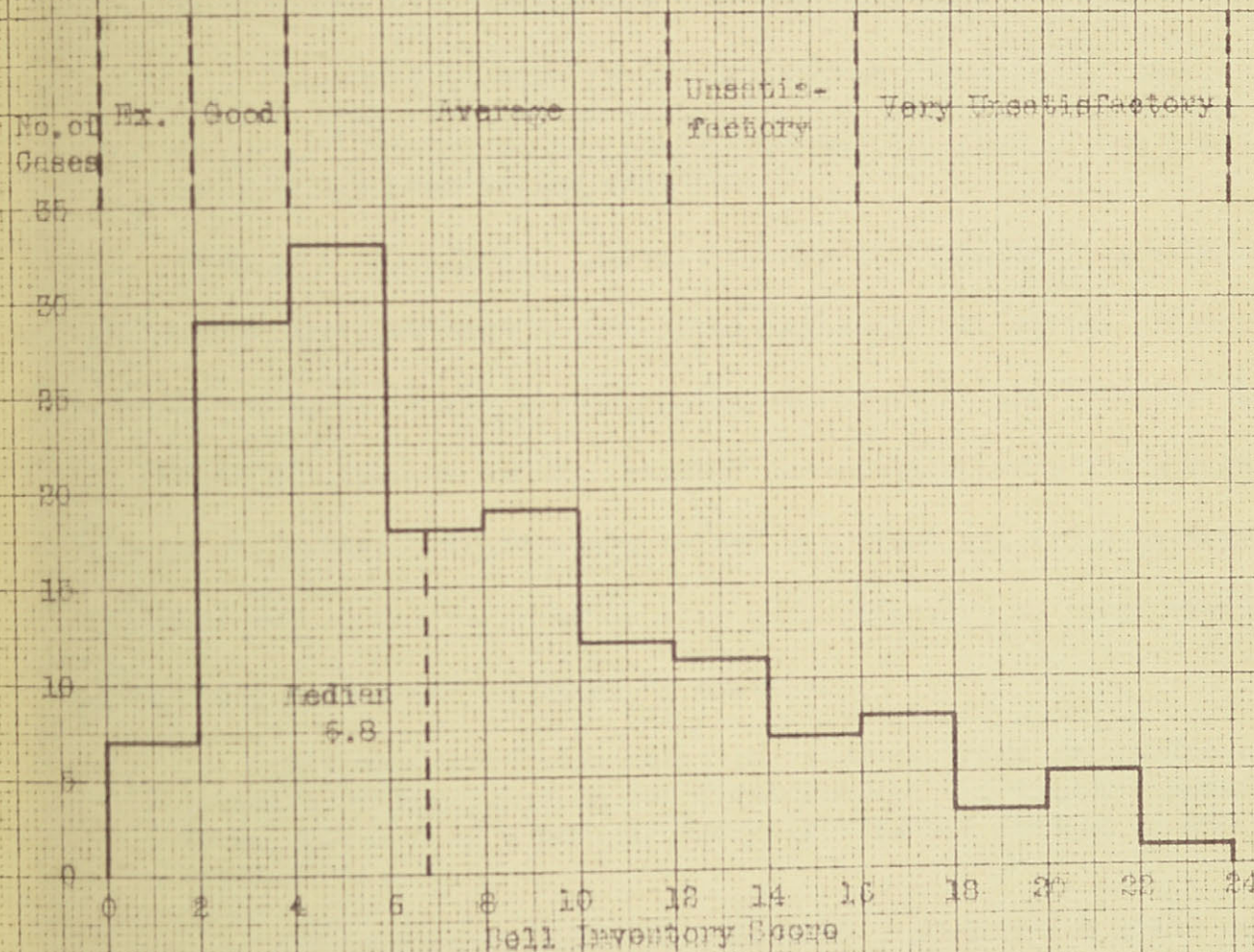


FIGURE 5

BELL INVENTORY EMOTIONAL ADJUSTMENT SCORES OF 153 EVENING UNDERGRADUATES



In sharp contrast to B's aggressiveness is the retiring nature of Miss C. A graduate (with a brilliant record) in pharmacy of an Ontario university, she is presently employed in the dispensary of a local hospital. She is 23 years old, and in the second year of the B.A. course in the college.

Shyness and embarrassment prevent her from mixing easily with people, and when in a group she never takes the initiative. She has difficulty in meeting men and is at a loss to know how to converse with people she does not know well.

She takes no part in the activities organized by the student body, and has no regular social activity outside the college. Devoted to her profession and diligent in her studies, she shrinks from social contacts.

Emotional Adjustment. Here, too, the distribution, as shown in Figure 5, approaches that of the norms, although the median score is slightly on the favourable side of the mid-point in the "average" group. The number of students in the category immediately above average is greater than in the category immediately below, but there are twice as many whose emotional adjustment is rated as very unsatisfactory as there are in the group whose adjustment is rated as excellent.

D's emotional adjustment is rated as "very unsatisfactory". 19 years of age, D is in the first year of the commerce course. He is employed as a payroll clerk in a rubber factory at \$40 a month.

He is anemic, suffered a nervous breakdown two years ago and within the past few months has lost twenty pounds in weight.

In addition to his poor health, he is high-strung, easily excited, moody, often depressed. He blushes easily, is easily hurt, is self-conscious because of his personal appearance (although any basis for this is not apparent) and is troubled by feelings of inferiority.

It is difficult to talk to D, for he seems always to be ill at ease. In his own conversation he is effusive, showing a honeyed concern for the health and happiness of the person to whom he is speaking.

His study habits are very poor and his college record chiefly concerns courses started and dropped before completion.



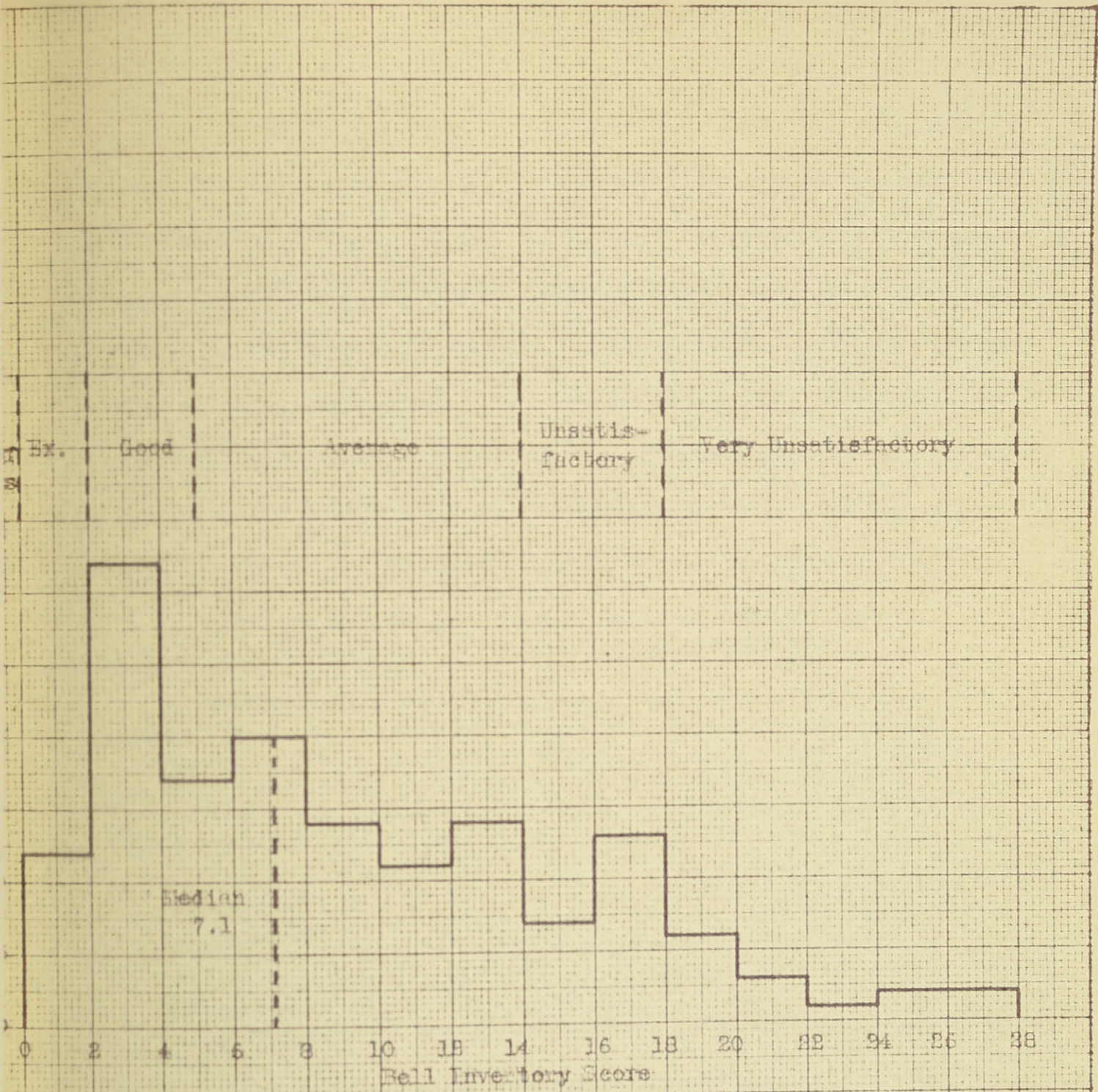


FIGURE 6

BELL INVENTORY OCCUPATIONAL ADJUSTMENT SCORES OF 154 EVENING UNDERGRADUATES



Occupational Adjustment. One might expect to find that many students follow evening college studies in order to improve their occupational adjustment. On the other hand, a degree of occupational security and hence occupational adjustment which is at least partially satisfactory, is probably necessary before a student is able to embark on an evening college career. As is shown in Figure 6, students with occupational adjustment patterns ranging from excellent to very unsatisfactory were found to make up the undergraduate body, with the median score a little better than the mid-point of the "average" group.

Illustration of occupational maladjustment is the case of E. He is 21, in first year commerce, Jewish.

He works as a bookkeeping clerk and cashier for \$60 a month in a stockbroker's office. He did not choose the job because he really thought it suited his wishes, and it offers him no security or opportunity for advancement. He would like very much to leave it for another, although he is not sure what sort the other ought to be.

Added to this is the fact that employed by the same firm is his brother, with whom he cannot live or work in harmony. Apparently the brother is the black sheep of the family - lived in New York from 1925 to 1930, speculated, won, and lived a riotous life. The stock market crash ended all that and he lost his job and returned home, penniless and unbearable.

Other working conditions are not particularly unsatisfactory, although the work is monotonous and uninteresting and E's superior shows little appreciation of his work.

On the other hand, F's record shows occupational adjustment conspicuously better than the average. He obtained the degree, Bachelor of Pharmacy, before entering the science course in the college. Now, at the age of 23, he is in the final year of that course.

He works as a chemist, with the title of assistant superintendent in a pharmaceutical plant, and earns \$167 a month. He chose that position and knows definitely for what goal he is striving. An outstanding student, his score on the Psychological Examination of the American Council on Education is at the 99.6th percentile.

Hours of work, remuneration, the attitudes and personalities of his superiors and fellow workers all are satisfactory. He is interested and happy in his work.



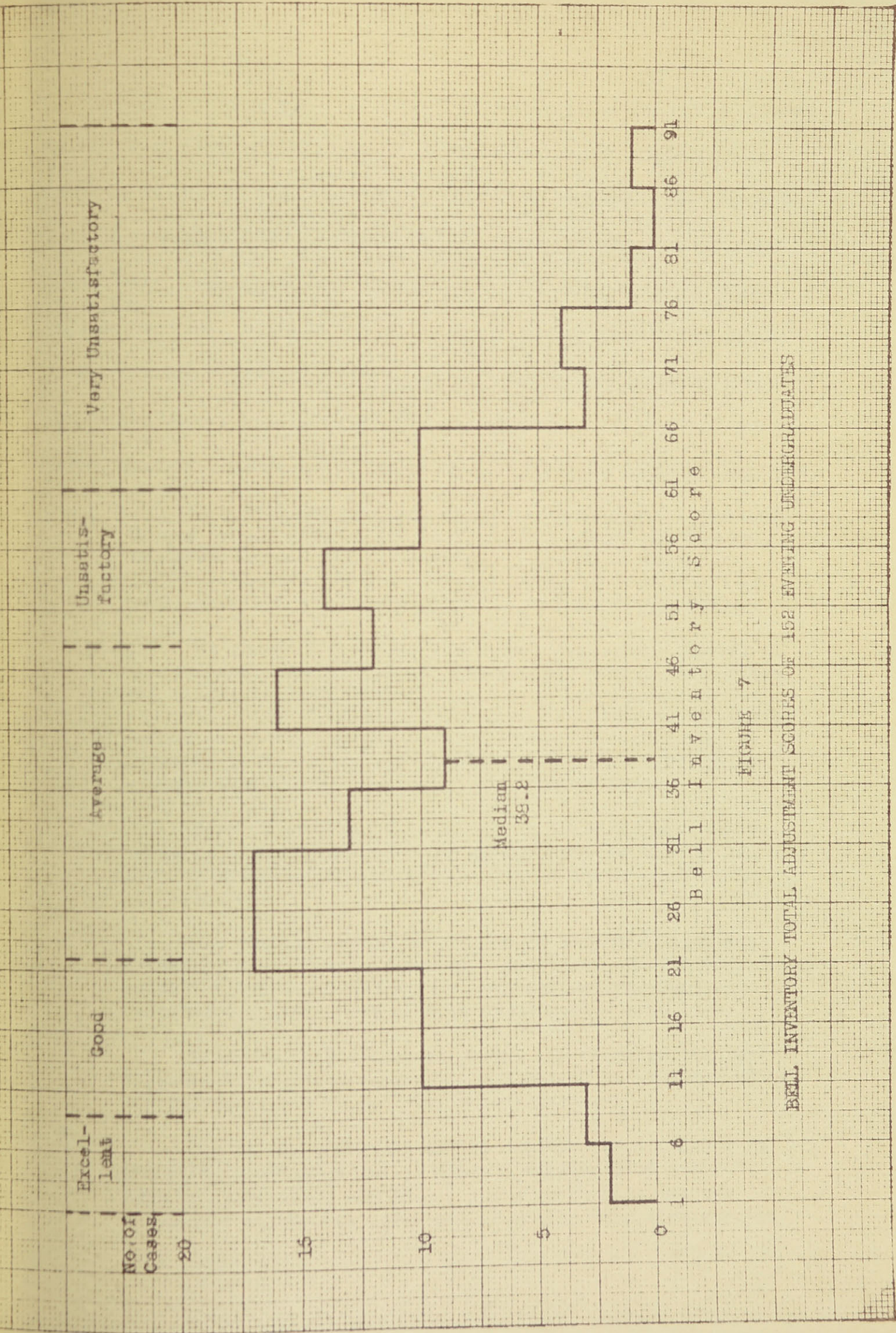


FIGURE 7

BELL INVENTORY TOTAL ADJUSTANT SCORES OF 152 EVENING UNDERGRADUATES



Total Adjustment. It is a question whether the sum of scores in the five areas of measurement has any real significance. This doubt is increased when one realizes that the summation of scores to produce a so-called total score implies, with reference to social adjustment, that aggressive people are better adjusted than those who are retiring, whereas, in the opinion of the writer, the people in the "average" group are probably better adjusted socially than either the very aggressive or the very retiring. For what it may be worth, however, the distribution of total scores is shown in Figure 7.

G's total adjustment rating is "excellent" - the best record in the group. He is 19, in the second year of the commerce course, and is employed by day as a junior in a large accounting office. His percentile rank in tests of scholastic aptitude and reading is well above the 95th.

He spends three evenings a week attending lectures at the college, one evening in the militia, belongs to a first aid group, is representative of one of his classes on the students' Council of Representatives, chairman of the social committee of the Evening Faculty Student Society, and, in addition participates wholeheartedly in most of the major student activities, usually in the role of leader.

Easy to meet and to talk to, he makes friends wherever he goes. Indeed, he gives one the impression that he is romping through life - a grand life, in which everyone is his neighbour.

His ratings on the five parts of the Bell Adjustment Inventory are: Home adjustment - excellent, Health adjustment - excellent, Social adjustment - very aggressive, Emotional adjustment - good, Occupational adjustment - excellent.

Miss H's is a different story. In three of the five Adjustment Inventory categories her rating is unsatisfactory, and the total rating is "very unsatisfactory."

She is 32, unmarried and is employed as a teacher in the fifth grade of a public school, earning \$100 a month. Working conditions, she feels, are unfavourable and the absence of salary increases and promotion very discouraging.

Her health is poor - little appetite, high blood pressure, susceptible to colds, chronically constipated, suffers from indigestion, is easily tired and finds frequent medical attention necessary.

So, also, is her emotional adjustment. Without apparent cause, she has ups and downs in mood, has baseless fears, worries unduly over humiliating experiences, is easily upset, easily excited. Criticism disturbs her greatly, and she is troubled with the idea that people are watching her, reading her thoughts. Day-dreaming is a frequent pastime, often preventing her from going to sleep. She blushes easily and is self-conscious about her personal appearance. (She is considerably overweight.) Self-confidence is lacking and she feels inferior, although her ability is above the college average.

When taking the battery of tests, she had a splitting headache, she said. So did D, whose emotional maladjustment is described above. She was interested enough to inquire about the results of the tests, indicated that she recognized her problems, but was not moved to be communicative about them.

Adults Need Guidance. The multiplicity of problems of adjustment suggested by the case stories above and the distributions in Figures 2 to 7 should be sufficient to indicate that adult education agencies should not content themselves merely with the "schooling" of adults. The provision of courses, lecturers and examinations is not enough. If the process of education is to be thorough, attention must be given also to the personal problems of these students.

Not only do they need guidance, they seek guidance. In one of the questionnaires used in this study 75 evening undergraduates were told that the executive officers of the college are men trained and experienced in the counselling and guidance of adults, and the students were asked, "Would you care to consult any one of these officers regarding educational, vocational or personal matters?" "Yes," answered 56 students (75%), 6 students (8%) did not answer the question and 13

students (17 $\frac{1}{2}$ %) answered, "No". Of the 56 students who expressed their wish for counsel 45 availed themselves of the opportunity. And, as the subsequent interviews disclosed, many of them were in great need of it.

As a functional element in an adult program, guidance is new. Its growth should in every way be protected so that confidence in results may always be unprotested. Its importance as an instrument for detecting and solving crucial problems of individual and society alike should guarantee to it wise development by administrators of adult units in a number of educational and socio-educational institutions. (2)

## 2. Scholastic Aptitudes and Abilities.

### Scholastic Aptitude.

The American Council on Education Psychological Examination for College Freshmen (1938 edition), a test of scholastic aptitude much used by colleges, was given to the evening college students, undergraduates and partial course students alike.

This examination consists of two groups of three tests each. The first group deals with quantitative material - numbers, figures, symbols, and includes tests called Arithmetic, Analogies and Number Series. The second group deals with linguistic material - words, vocabulary, language, and includes tests called Completion, Artificial Language and Same or Opposite. It is possible to obtain a quantitative or Q-score for the first group and a linguistic or L-score for the second group, as well as a gross or G-score for the two groups together.

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(2) Debatin, Frank M., Administration of Adult Education, p. 162.



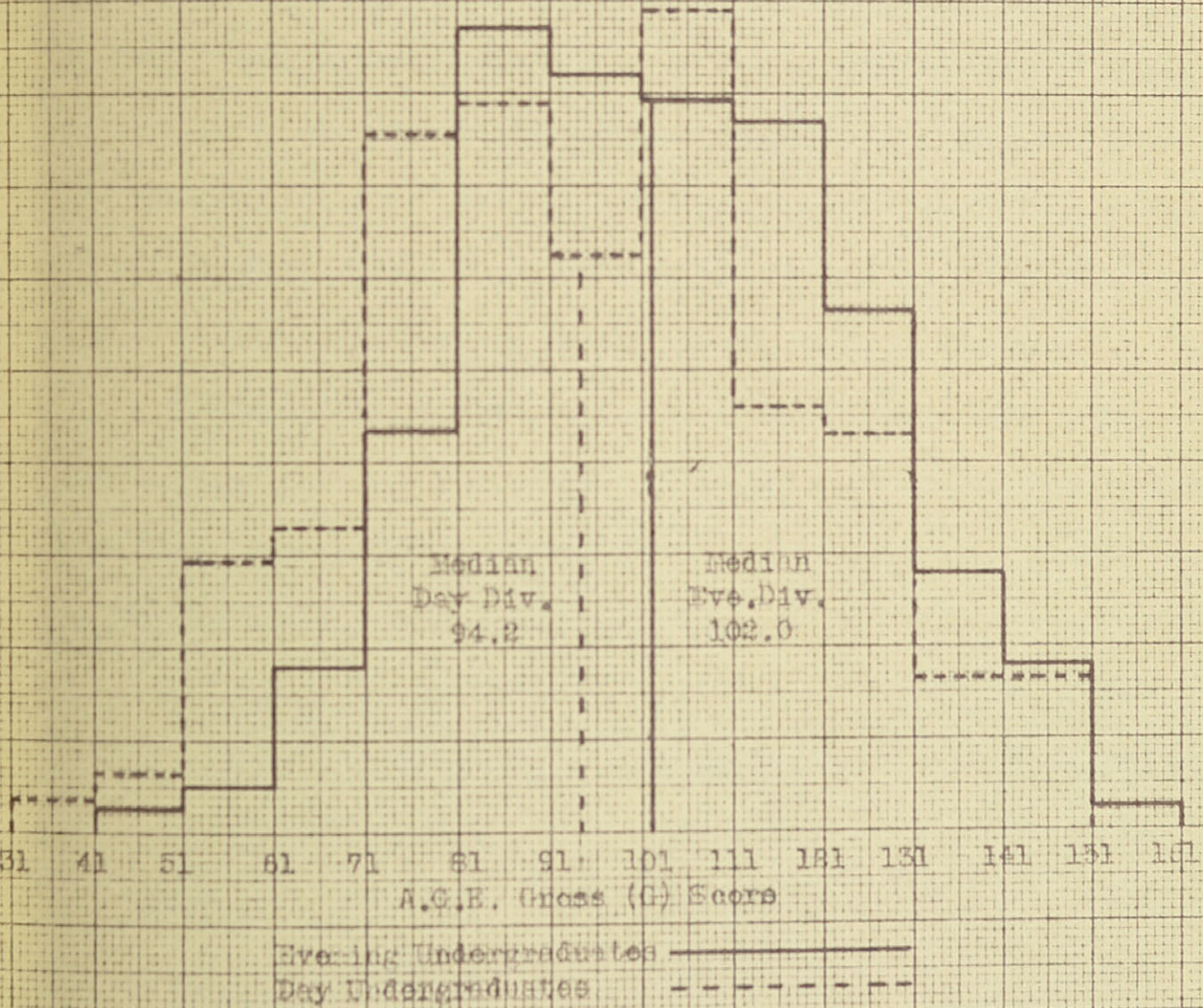


FIGURE 8

PERIODICAL COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION GROSS (G) SCORES  
OF 195 EVENING UNDERGRADUATES AND 102 DAY UNDERGRADUATES



Figure 8 shows the distribution of gross scores for the evening *under-*graduates (solid lines), a comparatively normal distribution with the median at 102.0.

For purposes of comparison the distribution of scores of day division undergraduates in the same faculty is plotted in the same figure (broken lines). The median of the evening group is 7.8 points above that of the day group. Further comparison of 25th and 75th percentiles indicates that the evening group as a whole made scores definitely higher than those made by the day group. This situation augurs well for the success of the evening college students.

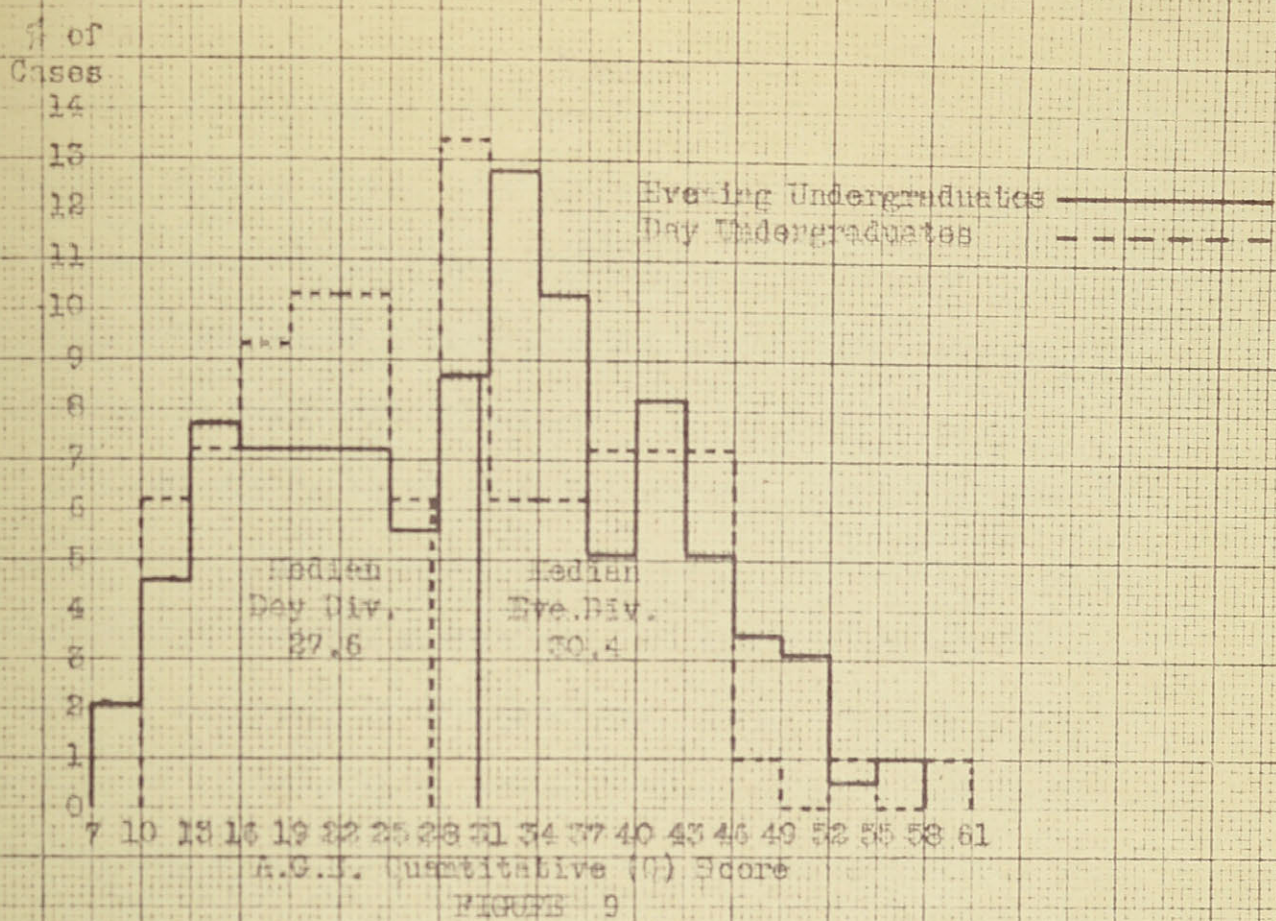
Incidentally, the median scores of both groups were higher than the median score (90.3) of over 10,000 American college students, upon whose scores the norms for the test are based.  $Q_1$ , Median and  $Q_3$  for the three groups are as follows:

	10,000 American <u>Freshmen</u>	152 S.G.W.C. Day <u>Undergraduates</u>	195 S.G.W.C. Eve. <u>Undergraduates</u>
$Q_1$	71.1	77.5	86.9
Median	90.3	94.2	102.0
$Q_3$	107.4	112.6	117.9

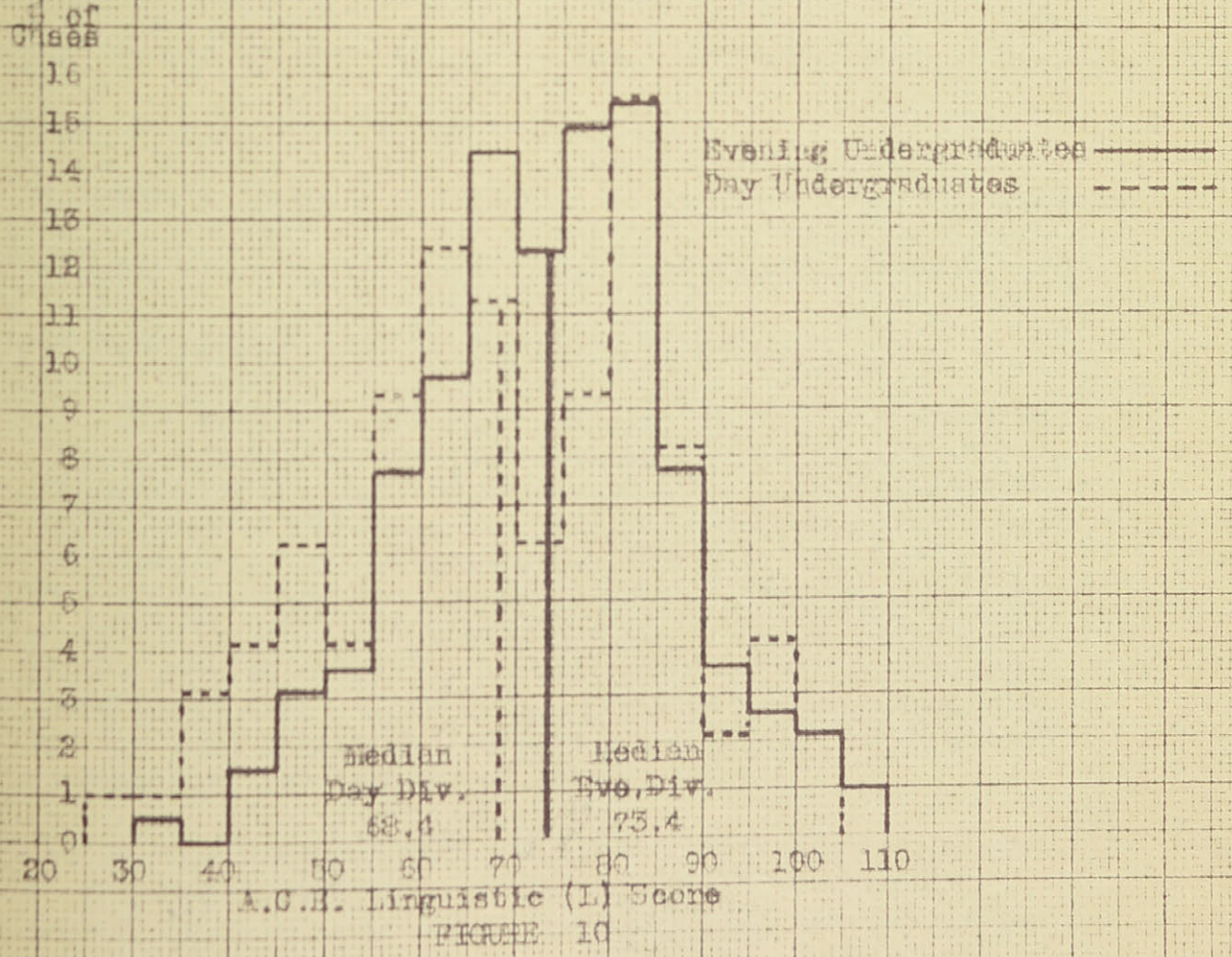
It must be pointed out that the norms are based on the scores of freshman students. The selection which governs the composition of upper classes would lead one to expect somewhat higher average scores among second, third and fourth year students.

Figures 9 and 10 show the distribution of scores on the two main divisions of the test - quantitative and linguistic. The bump





AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION QUANTITATIVE (Q) SCORES OF 195 EVENING UNDERGRADUATES AND 97 DAY UNDERGRADUATES



AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION LINGUISTIC (L) SCORES OF 195 EVENING UNDERGRADUATES AND 97 DAY UNDERGRADUATES



at the lower end of the Q-Score distribution is caused, I believe, by the complex wording of the instructions given for one of the quantitative tests (Analogies). During the administration of the tests this difficulty became quite apparent to the supervisors. The L-Score distribution is much more normal.

As in Figure 8, solid lines are used for the plotting of the scores of evening undergraduates and broken lines for those of day undergraduates, for easy comparison. L-Scores in the day division are affected adversely by the inclusion of the scores of a larger proportion of students whose mother tongue is French than is the case in the evening group. It is to be noted in this connection, that scores at the third quartile are almost identical for the two groups.

The differences to be noted between day students' scores and evening students' scores on this scholastic aptitude test are not great, but what advantage there is favours the evening group.

Sorenson's study of the mental abilities of extension students (most of them studying for credit) and nonextension students in six American universities led him to these conclusions:

The evidence indicates that the measured abilities of extension and nonextension students are essentially equal. In some universities the extension students have higher abilities and in others the full-time students are slightly superior, but the differences are not very large at any university. They do indicate, however, that any existing superiority is found within the adult group. The scores of the poorest extension students are as low as, and sometimes lower than, those of the poorest residence students, but the best extension students are probably a little more capable than the best nonextension students.

A consistent characteristic of the extension groups of various universities is the wide range of abilities within the group. Although the curves for the two groups



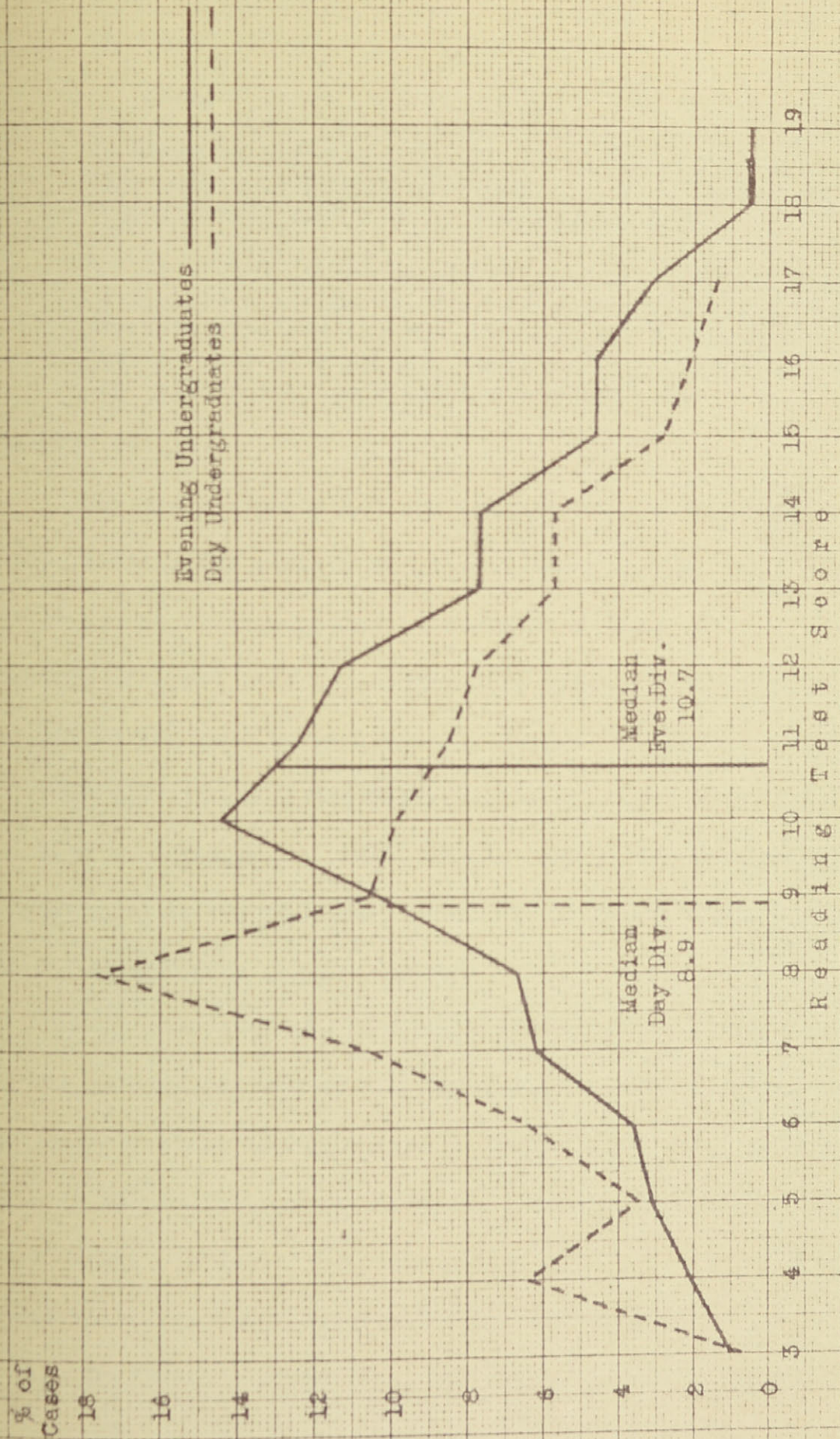


FIGURE 11

SCORES ON WHIPPLE'S HIGH SCHOOL AND COLLEGE READING TEST  
OF 194 EVENING UNDERGRADUATES AND 141 DAY UNDERGRADUATES



do not coincide, they do indicate that the range and distribution of abilities within extension and non-extension groups are very similar.

Another characteristic of the curves for the two groups is their greater similarity and frequent convergence at their upper ends, which means that in most universities the best students of one group are approximately equal to the best of the other.

As a whole, then, it may be concluded that in terms of classroom standards, most extension students have adequate aptitude for college work and constitute a student body with ability equal to the standard set by the college for its residence students. (3)

### Reading Ability

Whipple's High School and College Reading Test was used to differentiate the reading ability of the students. The test used, while not as discriminating as might be wished, gives a combined measure of speed and comprehension in reading. The material contained in the test is particularly suited to mature readers.

Figure 11 shows the distribution of scores obtained by 194 evening undergraduates (solid line). Again, for purposes of comparison, scores obtained by 141 day undergraduates are plotted in the same figure (broken lines).

The scores of the evening students are distinctly higher. As was pointed out above, the day group includes a larger proportion of students whose mother tongue is French than does the evening group. This is not sufficient explanation, however, to account for the difference shown. No doubt the added maturity of the evening group is partly responsible for their superiority in this activity.

For further comparison, the lower, middle and upper quartile

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(3) Sorenson, Herbert, Adult Abilities, pp. 44-45.





FIGURE 12

ENGLISH TEST OF ENGLISH VOCABULARY SCORES  
OF 48 EVENING UNDERGRADUATES AND 93 DAY UNDERGRADUATES



scores of the day and evening groups are listed below, together with those of the norms based on the scores of 4,666 American college undergraduates (all years):

	<u>-Norms- American Undergraduates</u>	<u>S.G.W.C. Day Undergraduates</u>	<u>S.G.W.C. Evening Undergraduates</u>
Q <sub>1</sub>	8.4	7.3	8.7
Median	10.5	8.9	10.7
Q <sub>3</sub>	12.6	11.6	13.0

### Vocabulary

Although a specific vocabulary test was given to only a small number (43) of the evening students - those taking first year English composition in 1938-39 - the results are shown here in Figure 12 (solid lines).

The test used, "The Inglis Test of English Vocabulary" is, in the words of the author, "designed to measure the student's knowledge of the Intelligent General Reader's Vocabulary; that is, of those words which belong neither to our everyday vocabulary of commonest words, nor to special and technical vocabularies, but which constitute a large part of the educated person's vocabulary. It is designed primarily to test the student's reading vocabulary rather than his active vocabulary."

Figure 12 shows also the distribution of scores of 93 day division students (broken lines). As in the reading test, the scores of the

evening students are decidedly higher than those of the day students, the medians being, respectively, 70.9 and 62.1. The median score in returns obtained from several thousands of American college freshmen is given by the author of the test as 70. Sorenson, too, found that "extension students have larger vocabularies than (day) freshmen." (4)

The comparison of the reading test and vocabulary test scores of the Canadian day session students under observation in this study with the scores of American college freshmen shows the advantage to be with the latter, although the evening session students compare favourably. What can this mean? Are graduates of American secondary schools better versed in the English language than the graduates of Quebec secondary schools? It would seem as if this might be the case.

#### College Entrance Records

The entrance records of the evening undergraduates may be grouped as follows:

- (a) High School Leaving Certificate of the Protestant Committee, Department of Education, Province of Quebec.
- (b) High School Diploma of the Evening High School, Sir George Williams College.
- (c) Junior Matriculation Certificate of McGill University, Montreal.
- (d) Graduation diplomas of certain other approved secondary schools, and other approved matriculation certificates.
- (e) Mature matriculation, as outlined under the heading "Special Entrance Requirements for Persons over Twenty-one Years of Age" (page 39).

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(4) Sorenson, Herbert, Adult Abilities, p.40.



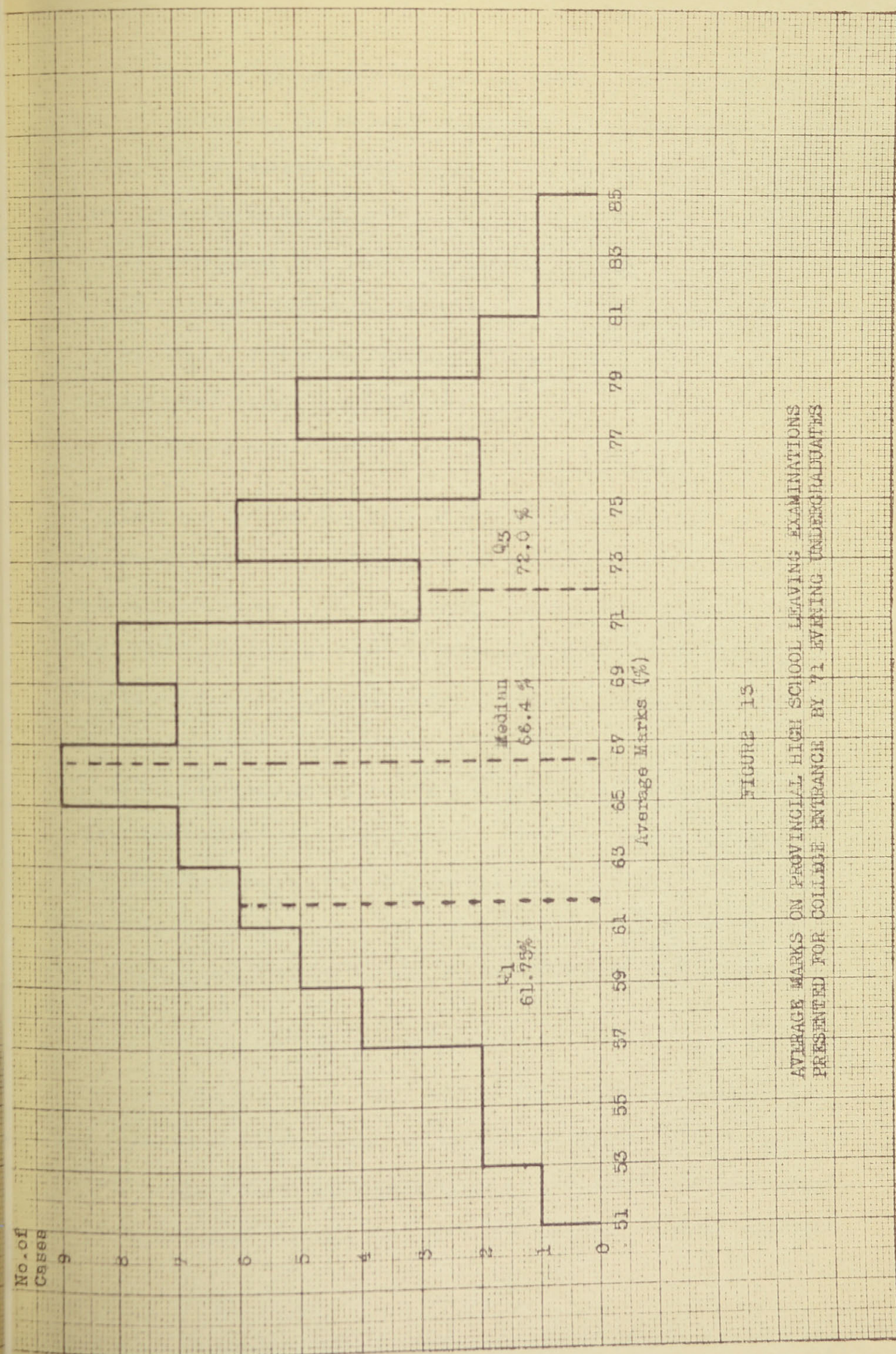


FIGURE 13

AVERAGE MARKS ON PROVINCIAL HIGH SCHOOL LEAVING EXAMINATIONS  
PRESENTED FOR COLLEGE ENTRANCE BY 71 EVENING UNDERGRADUATES



The majority of students present for entrance the High School Leaving Certificate, (a) above. Percentages of evening undergraduates of 1938-39 whose entrance records are in the various classifications listed above are as follows:

- (a) Provincial High School Leaving Certificate . . . 40.3%
- (b) S.G.W.C. High School Diploma . . . . . 17.8%
- (c) McGill University Matriculation . . . . . 7.9%
- (d) Other approved certificates . . . . . 26.7%
- (e) Mature matriculation . . . . . 7.3%

Since the marking standards of all of these classifications differ from one another, a single distribution of all graduation average marks would be meaningless. The first group, those presenting <sup>the</sup> Provincial High School Leaving Certificate, is the only sufficiently large homogeneous group to warrant the plotting of the distribution of average marks on final examinations. This is shown in Figure 13.

As will be seen on inspection of Figure 13 the distribution follows closely the contour of a normal curve. In each subject of the High School Leaving examinations 50% is a passing grade. Our distribution shows that 75% of this group had an average of 61.75% or better, 50% an average of 66.4% or better and 25% an average of 72.0% or better.

### 3. Study Conditions

Under this heading we shall examine further data related to conditions under which evening undergraduates pursue their studies. Obviously, all information contained in a study of the characteristics of evening college students must have some relation to study conditions.



Certain of these characteristics fall into well-defined groups, however, and those treated here are rather more miscellaneous.

Interval between former schooling and entrance to the evening college.

Analysis shows that among the evening undergraduates under observation 35.8% entered the evening college in the fall immediately following their graduation from high school, 11.9% entered after an interval of one year, 17.9% after an interval of two years, 9.0% after three years, 3.7% after four years, 3.7% after five years, and the remaining 17.0% after intervals of from six to twenty-one years. The median interval between high school graduation and entrance to the evening college was two years.

It would seem, from inspection of these figures, that for those students not able to enter the evening college immediately upon graduation from high school, the time most propitious is two years later. By then, presumably, they have become established in their work and have had time to decide what constructive use they can make of their leisure.

Study during that interval

Undergraduates were asked, "To what extent did you pursue purposeful reading or study in the interval between high school graduation and entrance to the evening college?" The 64.2% who did not enter college immediately, replied as follows:

Read or studied consistently . . . . .	15.7%
" " " some . . . . .	53.9%
" " " very little . . . . .	21.4%
" " " not at all . . . . .	9.0%

It would appear, therefore, that the majority made good use of the interval although only about one in six followed a rigorous programme of study. Of the group for whom there was an interval, 47.6% claimed to have followed courses of evening study of from one to five years' duration.

From this information we are justified in concluding that those students entering the college a year or more after high school graduation are, in most cases, a studious group.

#### Tenure of studies in the evening college.

The year 1938-39 was the first year of studies in the evening college for 50% of the undergraduates. It was the second year for 25%, the third for 11.8%, the fourth for 6.9%, the fifth for 4.9%, the sixth for 1% and the seventh for 0.5%.

As was mentioned in Chapter III, it is expected that the average student will complete his degree course in the evening college in six years. The figures given above would seem to indicate a very high rate of student "mortality". For a proper study of "mortality", however, they are not significant. The year 1934-35 was the first in which the full degree course was available in the college (until that year only the first two years of the degree course were offered) and the first

degrees in the evening college were granted in 1937. By the year 1938-39, therefore, the evening college had not been offering degrees for a period long enough for a normal proportion of students to have worked their way into the upper years of the courses.

As we have stated, the figures above cannot be interpreted in terms of student "mortality". Nevertheless, although exact data are not available, it is safe to say that in the evening college the "mortality" rate is high, higher, without doubt, than in the day college. Even a one-year evening course demands sacrifices of time and energy which most people will not or, at any rate, do not make. A six-year course is a long, hard road. Any one of scores of situations can interrupt it: ill health, overtime at work, removal from the city, interference of social activities, marriage and so on, not to mention failure in studies.

A detailed examination of the withdrawal of students from evening college studies within the year 1938-39 will be found in Chapter V in the discussion of the achievement of evening college students.

#### Language Difficulties.

Although the mother tongue of most of the students (89.6%) is English, as might be expected in Montreal some of the students speak other languages in their homes. French was claimed as the mother tongue of 3.7% of the undergraduates and 6.7% reported that at home they speak languages other than English or French.

It is interesting to note here that among partial students the percentage whose mother tongue is not English is considerably higher: 8.9% French and 8.9% foreign languages. Probably these students found the difficulty of studying in English too great to warrant embarking

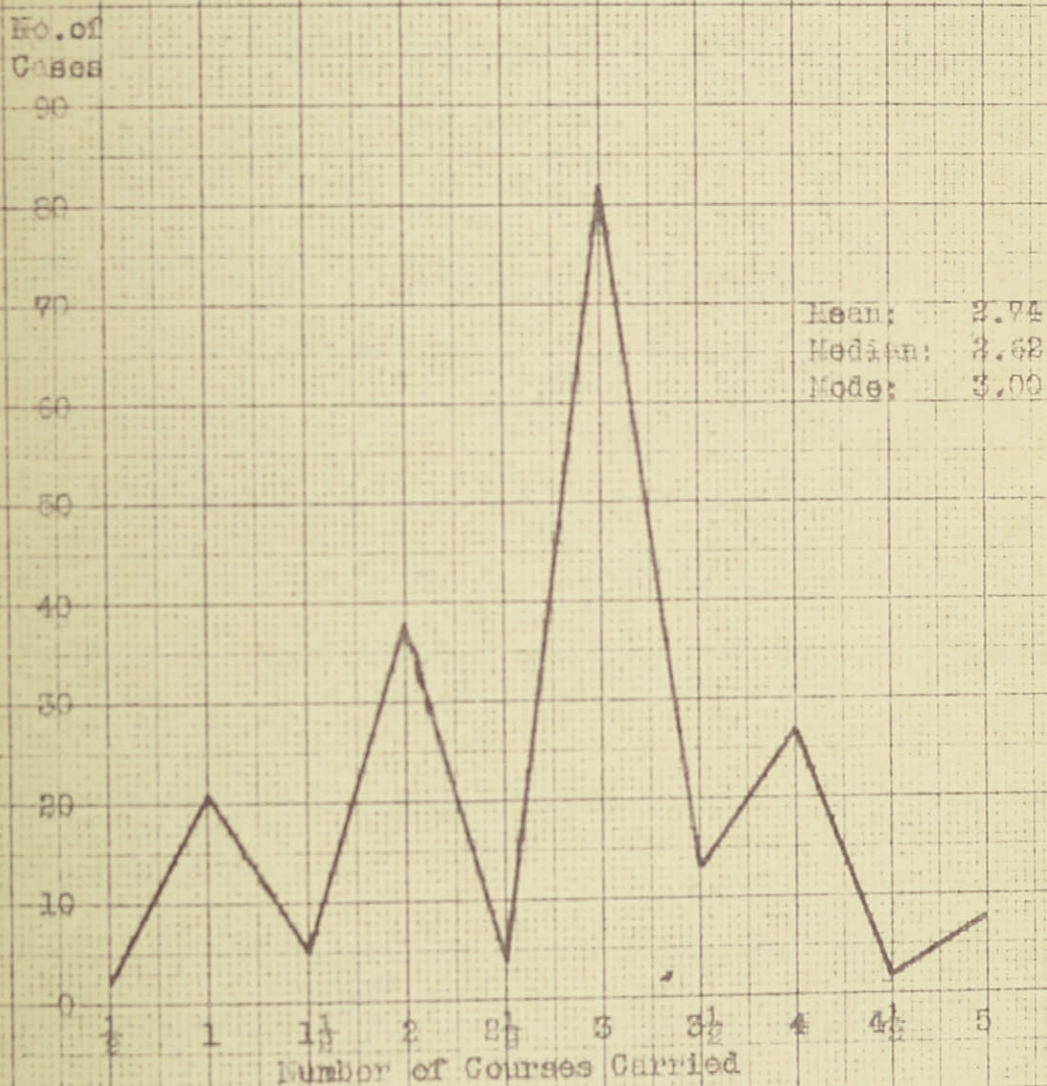


FIGURE 14

COURSE LOADS OF 202 FRESHMAN UNDERGRADUATES



on the degree course.

Further questions reveal that the 3.7% of undergraduates whose mother tongue was French also followed their secondary school studies in French language institutions while more than half of the 6.7% who speak a foreign language in the home attended English language secondary schools.

### Course Load

As was pointed out in Chapter III, each student is required to complete twenty-one full courses in order to qualify for the bachelor's degree. Further, it is expected that most students will complete these courses in six years of evening study, thus averaging  $3\frac{1}{2}$  courses each year. Following the same curricula in four years, day division students take  $5\frac{1}{2}$  courses in each of their first two years and 5 courses in each of their last two years.

Figure 14 shows the course loads carried by evening undergraduates in the year 1938-39.

Since, in the course offerings of the college, there are many more full than half courses we find comparatively few students with loads of  $\frac{1}{2}$ ,  $1\frac{1}{2}$ ,  $2\frac{1}{2}$ ,  $3\frac{1}{2}$  and  $4\frac{1}{2}$  courses. The distribution might be clearer if the data were grouped as follows:

$4\frac{1}{2}$ or 5 courses taken by	5.0%
$3\frac{1}{2}$ or 4       "       "       "	19.8%
$2\frac{1}{2}$ or 3       "       "       "	42.6%
$1\frac{1}{2}$ or 2       "       "       "	21.3%
$\frac{1}{2}$ or 1       "       "       "	11.3%

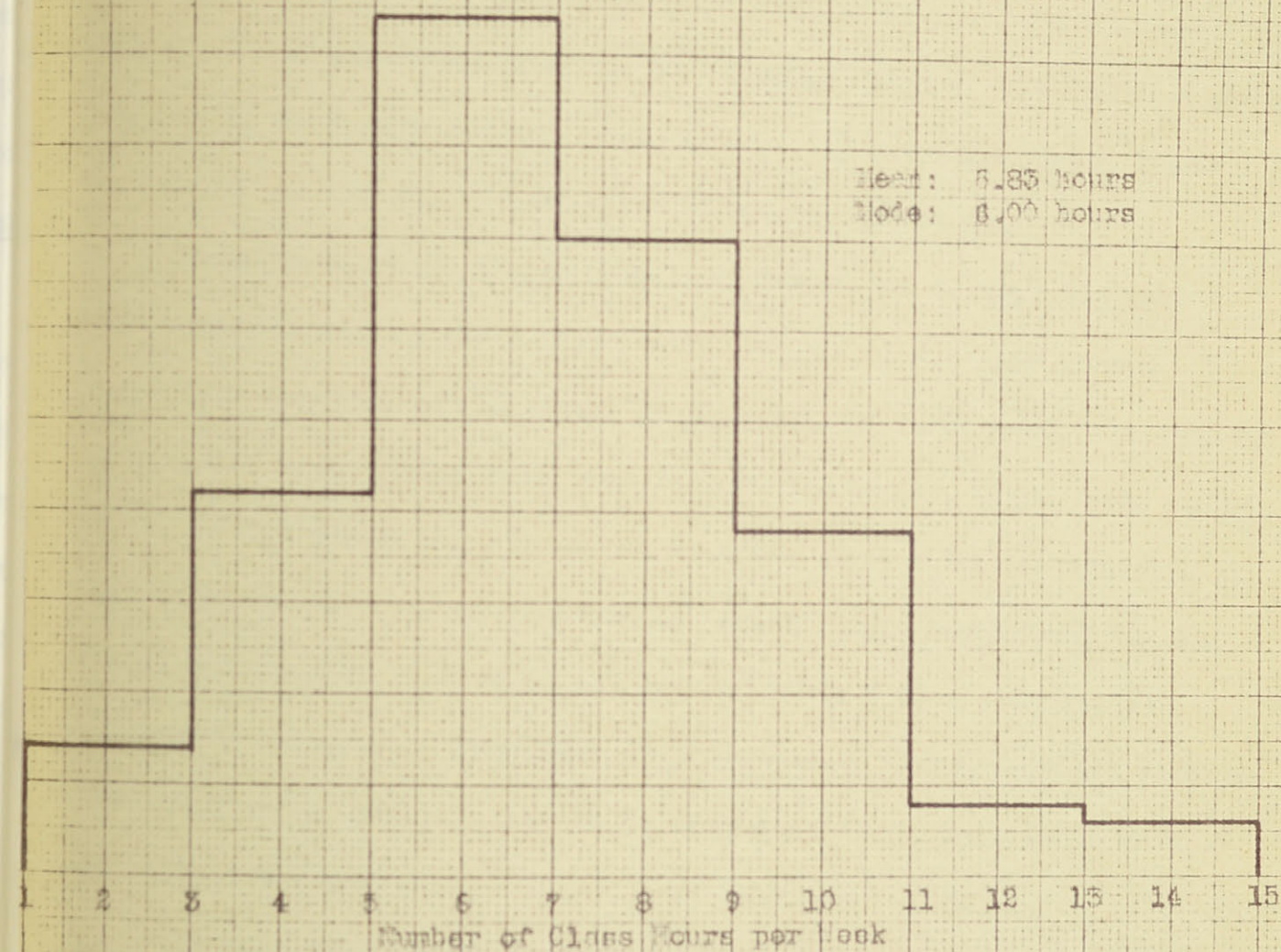


FIGURE 15

NUMBER OF CLASS HOURS PER WEEK FOR 166 EVENING UNDERGRADUATES

Among those students whose course load is only one-half or one course are several who registered in the fall for a larger number, but for various reasons were forced to lighten the load during the winter. A few students, however, are content to plan their work towards a degree in such easy stages. Others have, in previous years, taken heavier loads, and will do so again in subsequent years.

Students entering the college are encouraged to take not more than three courses in their first year. Students who have proved themselves, however, are allowed, on request, to carry more. In 1938-39 ten students were taking more than four full courses, their loads being nearly, if not completely, as great as those carried by day students in their upper years. Before any one is granted such permission, though, careful examination is made of his occupational duties, scholastic achievement and so on. Some have only part-time jobs or are not working. A few carry full-time jobs and still seem able to do justice to a full-time study programme.

The care with which these apparently over-ambitious students are counselled is evidenced by the fact that all ten of the 1938-39 undergraduates who carried  $4\frac{1}{2}$  or 5 courses successfully completed those studies with better than average grades.

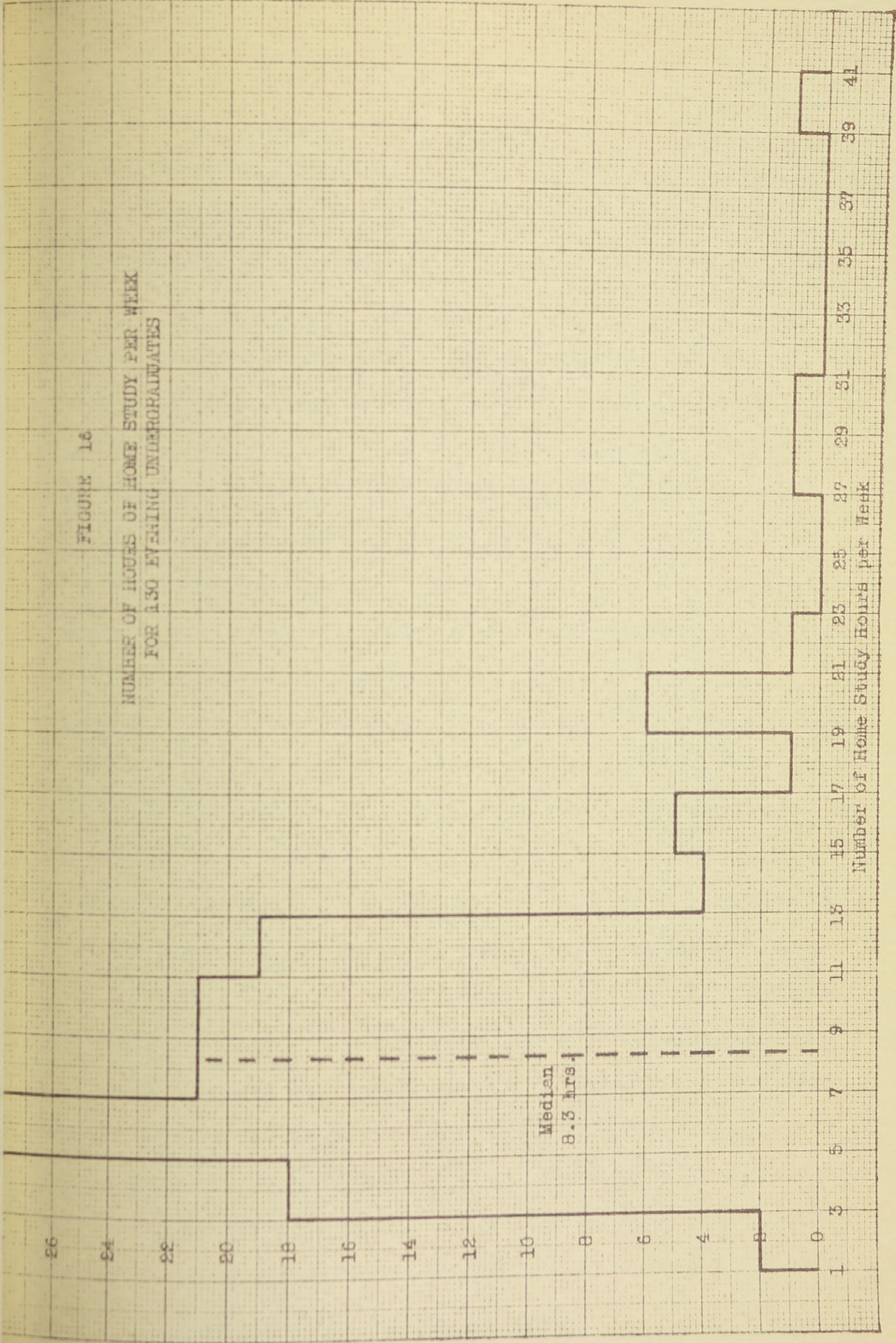
#### Students' Distribution of Time

Time in Classes. Since courses involving laboratory work (and a few others) involve two two-hour periods per week, and straight lecture and discussion courses involve only one two-hour period, the information



FIGURE 16

NUMBER OF HOURS OF HOME STUDY PER WEEK  
FOR 130 EVENING UNDERGRADUATES





given above will be supplemented by an analysis of the number of hours per week spent by undergraduates in class sessions. The distribution is shown in Figure 15. A small number of students have totals of 3, 5, 7, 9, etc. hours per week, but the majority have totals of 2, 4, 6, 8, etc. The data are grouped, therefore, into two-hour intervals so the curve will be comparatively smooth. The mean number of class hours per week for these 136 evening undergraduates is 6.83 hours, and the mode, 6 hours per week, with a range of from 2 to 14 class hours per week.

Time Spent in Home Study. The accuracy of available information regarding the time students spend each week on study outside of class sessions is dependent upon the accuracy with which each student made his estimate. There is some likelihood of exaggeration, I believe, in some cases. The estimates given are plotted in Figure 16.

The median number of hours spent each week in home study is shown to be 8.3, although 6 hours per week was the time most frequently estimated (the mode). The four students who estimated their study hours at over 20 per week may have exaggerated.

Some inkling of the demands made by evening college study on the student's leisure time may be had by adding the average number of class hours per week (6.83) to the average number of hours of home study (8.3). The total, 15.13 hours per week, is equivalent to about three hours a day (or evening) for five days a week. And that is only the average! People who will make such an effort must be serious.

Ratio of Home Study to Class Hours. Perhaps a still more significant way of examining these two aspects of students' distribution of time is to look at the number of home study hours per week in relation to the number

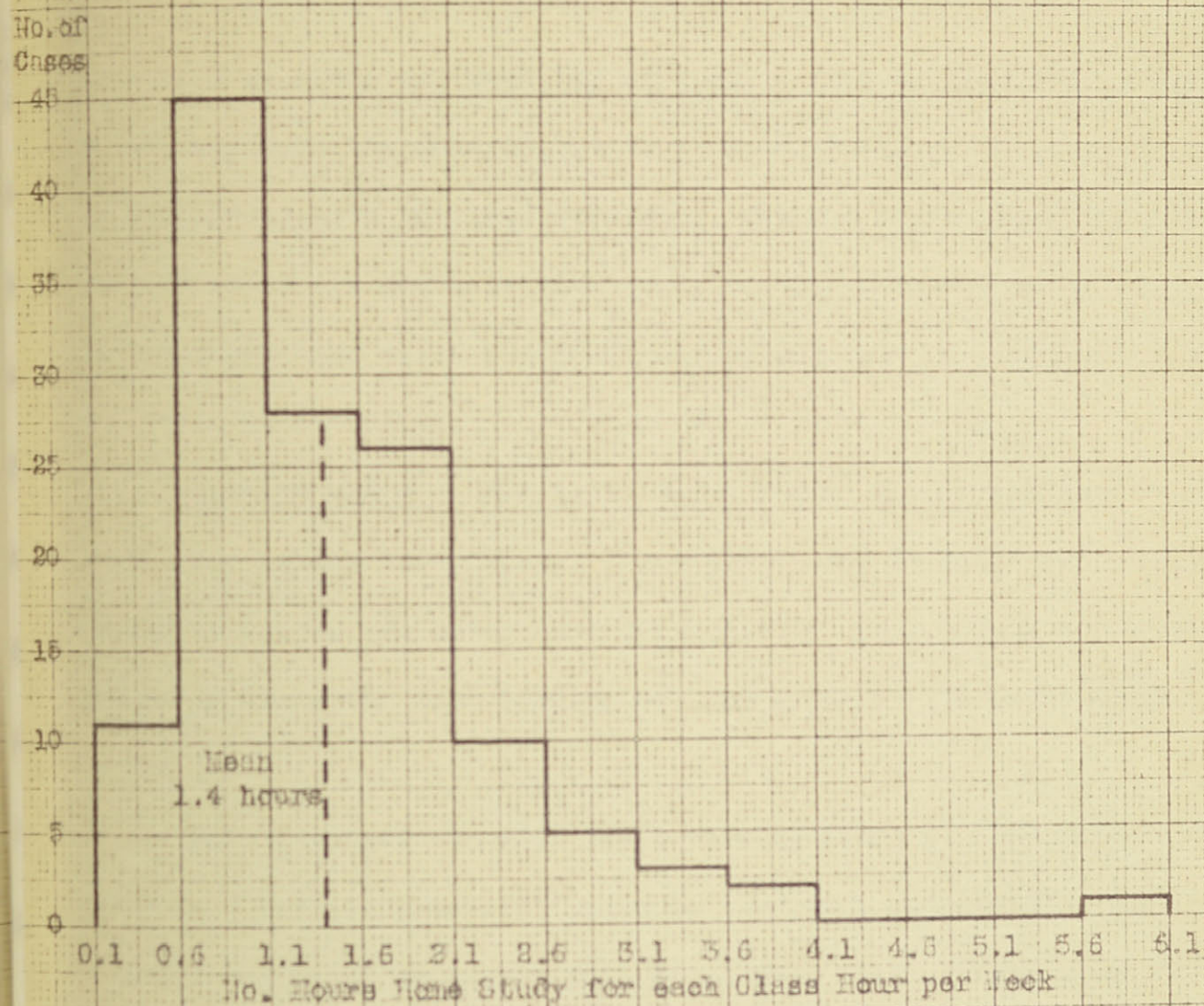


FIGURE 17

RATIO OF HOME STUDY TO CLASS HOURS FOR 131 EVENING UNDERGRADUATES

of class hours per week. These ratios are given in Figure 17 which shows the number of home study hours for every class hour per week.

As will be seen from this graph, from one-half hour to one hour of home study per week for each class hour is the most popular ratio, although the mean is 1.4 to 1, i. e. forty per cent more time in home study than in class sessions. The one student who estimated that he spent six hours in home study for each class hour was carrying only one two-hour class per week and, in addition, his mother tongue was other than English.

Working Hours. The third major demand on our students' time is his day to day occupation. I say third, for although it is first in magnitude, we are interested primarily in these people as students. Figure 18 shows the distribution of time spent by the evening<sup>under</sup> graduates on the job.

Five students reported their working hours as from none to twenty per week. For all practical purposes they were unemployed. Only two reported having to work more than 55 hours a week. The largest number are found to spend between 40 and 45 hours a week in employment. The median time is 41.6 hours per week.

The length of these working hours would indicate that most students are office workers, working seven or eight hours a day, Monday to Friday, and three or four hours on Saturday morning. Our classification of occupational status in later pages confirms this.

Let us, for a moment, make another hypothetical, but illustrative addition:



It would appear from this, that the atmosphere and surroundings in which 88% of the students do their home study is satisfactory, while the remaining 12% (those in groups three and five, above) study in unsatisfactory surroundings.

### Calibre of Instructors

No matter how favourable are the qualifications of students and their study habits, little successful education can be expected if instructors in the courses are not respected and admired by their students.

To discover students' opinions each was asked to list his courses and indicate for each his rating of the instructor as poor, fair, good, very good or excellent. Students were assured that their opinions would be kept anonymous, and tabulation of their responses indicate that they were frank.

Instructors in forty-eight courses were rated by their students in this manner. The total number of ratings was 485, distributed among the five points on the scale as follows:

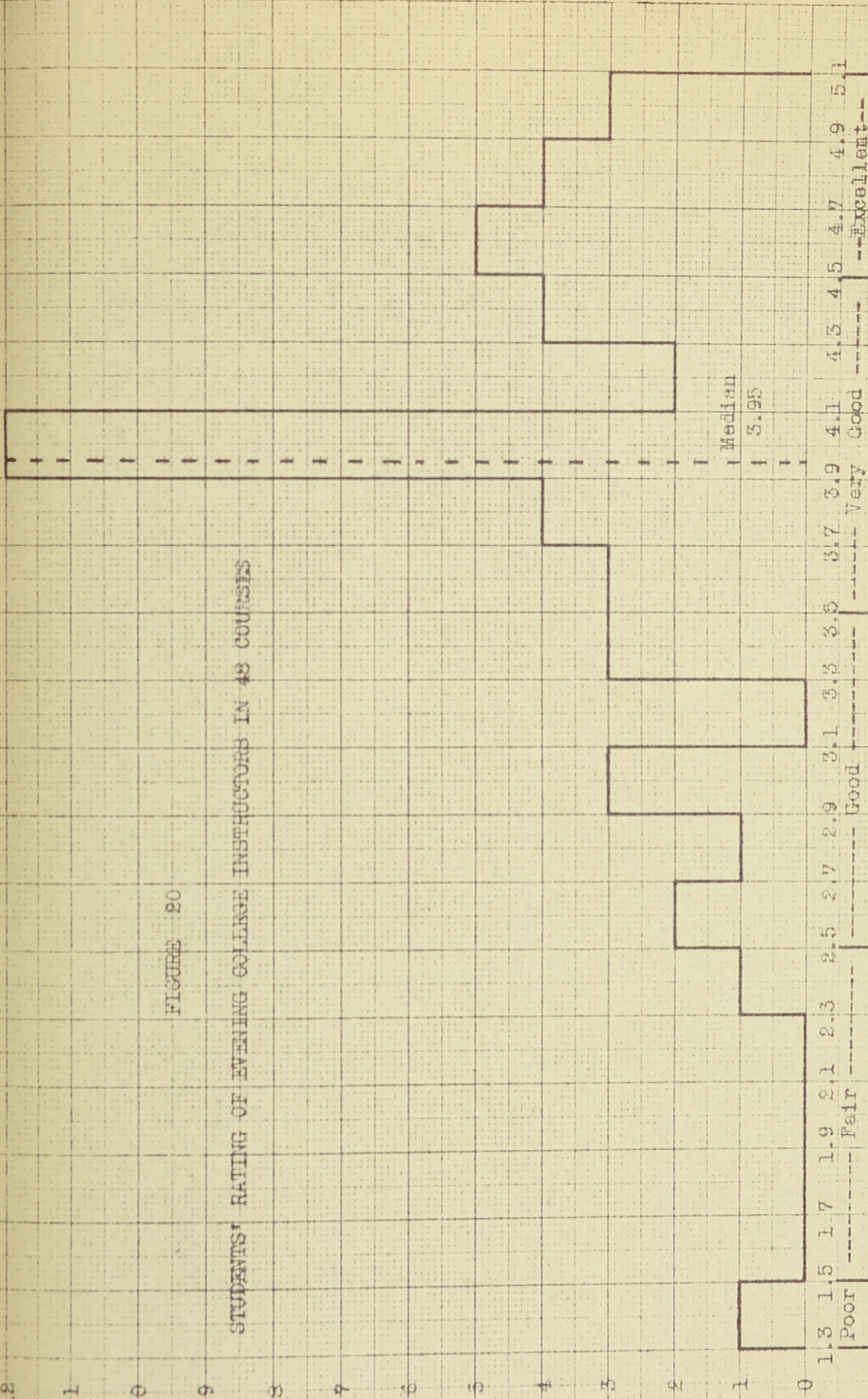
<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
13	45	90	166	171

By assigning values of 1, 2, 3, 4 and 5 to the points on the scale, and averaging the resultant score for the instructor of each course, the distribution shown in Figure 20 was obtained.

The average rating of the instructor of only 1 course was poor, 1 fair, 9 good, 25 very good, and 12 excellent. The median rating was 3.95, approximately at the mid-point of the category "very good".

FIGURE 20

STUDENTS' RATING OF EVENING COLLEGE INSTRUCTORS IN 48 COURSES



Median  
3.95

Good  
Very  
Excellent

Students' Rating in Average Points

Poor

Fair

Good

Very

Excellent



It will be noticed that the range of scores is great, and the distribution quite irregular. The median score is plus 22.4, which is 7.4 points above the median for the group of day college freshmen upon which the inventory was standardized.

In the interviews with students, following the testing programme in the evening college, it was found, however, that the inventory had comparatively little validity. The fact that answers to the questions posed were subject to each individual's personal interpretation and evaluation made it obvious to the interviewers that the chief value of the inventory was in impressing upon the students the importance of specific habits of work. Indeed, the author of the inventory suggests this function.

Another questionnaire asked the students this question, "Do you allot yourself certain regular periods each week for home study?" 73% answered, "Yes," and 27% answered, "No." Apparently the intentions of the majority were good.

Following the above, the question was asked, "What are the conditions under which you do most of your home study?" Responses were as follows:

Alone in a separate room . . . . .	54.9%
Other people present, but quiet . . .	16.0%
Amidst noise and movement. . . . .	9.7%
In the college library . . . . .	17.1%
Other (at office, on street cars, trains, etc.) . . . . .	2.3%



No. of  
Cases

15  
14  
13  
12  
11  
10  
9  
8  
7  
6  
5  
4  
3  
2  
1  
0

-70 -65 -60 -50 -40 -30 -20 -10 0 10 20 30 40 50 60 70 80 90 100 110  
Weighted Scores

Median  
= 22.4

FIGURE 19

SCORES ON STUDY-HABITS INVENTORY OF 131 EVERETT UNDERGRADUATES



Average working hours per week	- 41.6
Average class hours per week	- 6.8
Average home study hours per week	- <u>8.3</u>
Total average time working and studying per week	- 56.7 hours.

Yes, they are busy people, these evening college students; but their programme is not at all impossible, and still leaves time for some recreation in addition to the hours required for the sustenance of the body. The extent of the extra-curricular activities in the evening college, as described in Chapter III, is ample evidence that they still find time to partake of the joys of social living.

#### Study Methods.

In an attempt to have the students evaluate their own study methods by means of a standardized questionnaire, as many as possible were asked to complete the Study-Habits Inventory designed by C. Gilbert Wrenn.

The Inventory is composed of a list of statements of situations, habits, and conditions which may affect the use of study time, and consequent success in school work and study. A negative score on any one item indicates that it has been checked in a way similar to that of students of low scholarship, a positive score indicates the habit of students of high scholarship. Each item is weighted for its relative importance and total score is the algebraic sum of scores on all of the thirty items. Figure 19 shows the distribution of total scores for the evening undergraduates.



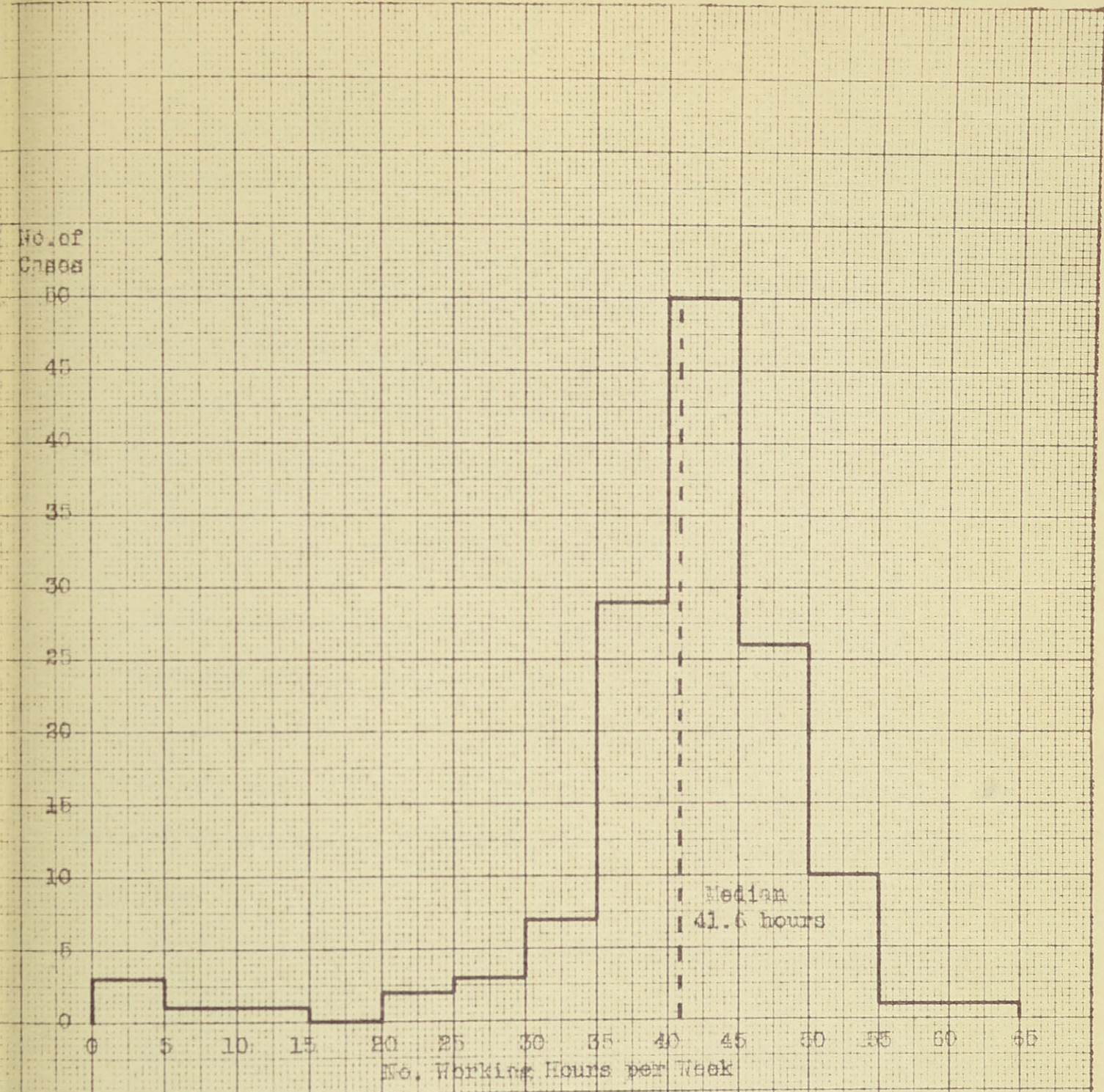


FIGURE 18  
NUMBER OF WORKING HOURS PER WEEK FOR 134 EVENING UNDERGRADUATES



It is interesting to note that five of the seven instructors rated by students below a score of 3.0 were replaced within eighteen months of the time of the rating. This was not done as a result of the rating by students, but the fact that such dismissals were deemed necessary indicates the accuracy of such student opinion.

We may be justified in concluding, therefore, that the calibre of the instructors as a group is highly satisfactory.

#### 4. Interest and Motivation

We have said that evening college students have stronger motivation than have day college students, that they are more purposeful in their application to studies. This section of our study of the characteristics of evening college students is devoted to an examination of some factors which might be expected to influence their interest and motivation.

##### Study Aims

Why do these people come to the evening college? What do they conceive to be their aims?

One hundred and thirty-five students in the evening college degree courses were asked, "Is your aim in following these studies ...

(a) "Strictly vocational, i.e. for occupational advancement?  
This question was checked by 38.5%.

(b) "Partly vocational, partly cultural or recreational?  
This question was checked by 49.6%.

(c) "Wholly cultural, or recreational?  
This question was checked by 10.4%.

(d) "Other?"  
This question was checked by 1.5%.

Without attempting to reclassify those who checked the fourth alternative, let us look for a moment at the significance of the first



three. By combining those who checked (a) or (b) we learn that 88.1% of these students have study aims which are partly or wholly vocational. For comparison, let us combine those who checked (b) or (c). The summation indicates that 60% of our evening undergraduates have study aims which are partly or wholly cultural or recreational - a ratio of approximately 3 to 2 in favour of vocational advancement over the development of culture or the enjoyment of recreation. And this in a "liberal arts" college which, in its professed philosophy, leans decidedly in the direction of the less favoured function of its curricula!

Perhaps you say, "That is what might be expected of working men and women who are willing to devote their leisure time to a course of study for six years. The cultivation of the soul is not a sufficiently compelling interest to compete with the improvement of economic status when that much sacrifice is involved. You will find," you go on, "that partial students have less worldly aims."

Is that so? Here are the percentages for fifty-five partial students who were asked the same question. Their aims were:

- (a) Strictly vocational - - - - - 50.9%
- (b) Partly vocational, partly cultural or  
recreational - - - - - 38.2%
- (c) Wholly cultural, or recreational - - - 10.9%

The same mode of reclassification as used above shows that the aims of 89.1% of the partial students were partly or wholly vocational, and of 49.1% partly or wholly cultural or recreational. Where is our ratio now? Nine to five in favour of vocational aims! The same pattern of study aims was found by Sorenson (5) in his study of extension students.

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(5) Sorenson, Herbert, Adult Abilities, p.25.

What has become of art for art's sake? Must educators of adults persist in clinging to their illusion?

### Career Aims

On the assumption that the man or woman who knows where he is going, or at least where he wants to go, has an advantage over one without a definite goal, the students were asked, "Have you a definite aim in life (regarding your career, etc.)?" One hundred and twenty-four students answered. "Yes," said 66.9%. "No," said 33.1%.

Those who answered in the affirmative were asked to specify their aims. Business and industrial careers predominated, but the fields of social service, the arts and the professions were well represented.

### Vocational Plans

Further questions regarding immediate vocational plans revealed that 20.5% wished to change from their present vocations, 32.0% were intent on gaining advancement in their present vocations, and 47.5% were preparing for whatever opportunity may present.

The fact that one third of the undergraduates felt that they were presently on one of the rungs of the ladder they had chosen to climb - and remember, the average age of the group was only 21 years, 10 months - indicates, I believe, a satisfactory degree of occupational adjustment. It is to be noted at the same time that only one fifth of the students were definitely dissatisfied with the prospects in their present vocation. Further evidence of satisfactory occupational adjustment was referred to in the discussion of the occupational adjustment scores in the Bell Adjustment Inventory (see Figure 6).

### Relation of Studies to Work

The question, "What is the degree of the relationship between your programme of studies and the nature of your work?" elicited these replies:

(a) Direct relation - - - - - 30.3%

(b) Slight relation - - - - - 36.4%

(c) No relation - - - - - 33.3%

If as many as 30.3% of the students find their studies directly related to their work, and an additional 36.4% can find some relationship, it is apparent that this "liberal arts" college certainly is not failing entirely to serve the vocational aims of its clientele.

### Suitability of Courses

That the curricula of the college are serving the students is assured further by their answers to these questions:

(a) "Do you feel that your course is suitable to your abilities?"

94.8% said, yes. 2.6% said, no. 2.6% did not know.

(b) "Do you feel that your course is suitable to your needs?"

92.7% said, yes. 3.2% said, no. 4.1% did not know.

Such satisfaction should be a strong support to student interest and motivation.

### Who sends students to evening college?

Do evening students go to college because their parents want them to, because their employers send them, or because they, themselves want to go?

In answer to the question, "Whose wish is now predominantly responsible for your attendance at the college?" - 136 evening undergraduates replied as follows:

- (a) My own - - - - - 89.0%
- (b) My employer's - - - - - 1.5%
- (c) My family's - - - - - 0.7%
- (d) My own and my employer's - - - - - 2.2%
- (e) My own and my family's - - - - - 5.1%
- (f) My own, my employer's, and my family's 1.5%

These people aren't going to college because 'it is the thing to do' or to please fond parents. They are self-impelled.

Supporting interest shown by employer and family

"Does your employer show an interest in your studies?" the students were asked. Among 124 evening undergraduates, 51.6% replied that he did, 48.4% that he did not.

In some cases where interest was shown, it was of a very concrete nature. Several (perhaps a score) of the city's largest firms encourage their employees to follow college studies, not only helping them plan a suitable programme but also giving them financial assistance. Further discussion of such financial assistance will be found in later pages.

Above, a few pages back, we mentioned that 32% of the students questioned planned to seek advancement in their present vocations. These, then, were asked, "Has your employer assured you of advancement on completing your course?" 28.3% of this group had such assurance, while 71.7% had not.

"Does your family show an interest in your studies?" was also asked. For 88.5% the answer was, yes; for 11.5%, no.

In addition, then, to the fact that 89% of the evening college students



attend college primarily to satisfy their own interests, they are seen to have, also, strong support from both employers and families.

## 5. Economic Status

Unfortunately, the economic status of a student is a most important factor in his educational career. The next few pages of our discussion, therefore, will be devoted to the examination of the financial conditions of the undergraduates in the evening college, 1938-39.

### Occupational Categories

A modification of the Taussig (6) classification of occupational categories, as used by Norris (7) was also used in this study.

The evening undergraduates were found to be distributed among these various categories as follows:

- A. Professional - - - - - 3.9%
- Including lawyers, physicians, clergymen, teachers of higher grades, public and private salaried officials "in positions of responsibility and power," business men and managers of industry, professional accountants.
- B. "White-Collar" Workers - - - - - 79.8%
- Clerical and semi-intellectual occupations, including
- (1) Clerks, bookkeepers, lower grade teachers, etc. 73.6%
- (2) Foremen, superintendents, railway conductors, draughtsmen, commercial artists, etc. - - - - - 3.1%
- (3) Salesmen, small tradesmen, etc. - - - - - 3.1%
- C. Skilled Manual Workers - - - - - 14.7%
- Trained mechanics, machinists, bricklayers, carpenters, plumbers, electricians, etc.

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(6) Taussig, E.W., Principles of Economics, Vol. II, pp. 134-137.  
(7) Norris, K.E., The Three R's and the Adult Worker, pp. 43-44.

D. Semi-skilled Workers - - - - - 1.6%

A variety of occupations requiring some degree of skill and ability but not the intensive training of skilled manual workers. Machine operators in some industries, miners, some personal services, etc.

E. Unskilled - - - - - 0.0%

General labour.

The preponderance of men and women engaged in clerical occupations is evident.

By way of comparison it may be interesting to glance at the distribution of partial students in the same categories:

- A. Professional - - - - - 7.8%
- B. "White Collar" Workers - - - - - 66.7%
  - (1) Clerks, etc. - - - - - 54.9%
  - (2) Foremen, etc. - - - - - 9.8%
  - (3) Salesmen, etc. - - - - - 2.0%
- C. Skilled Manual Workers - - - - - 15.7%
- D. Semi-skilled Workers - - - - - 7.8%
- E. Unskilled - - - - - 2.0%

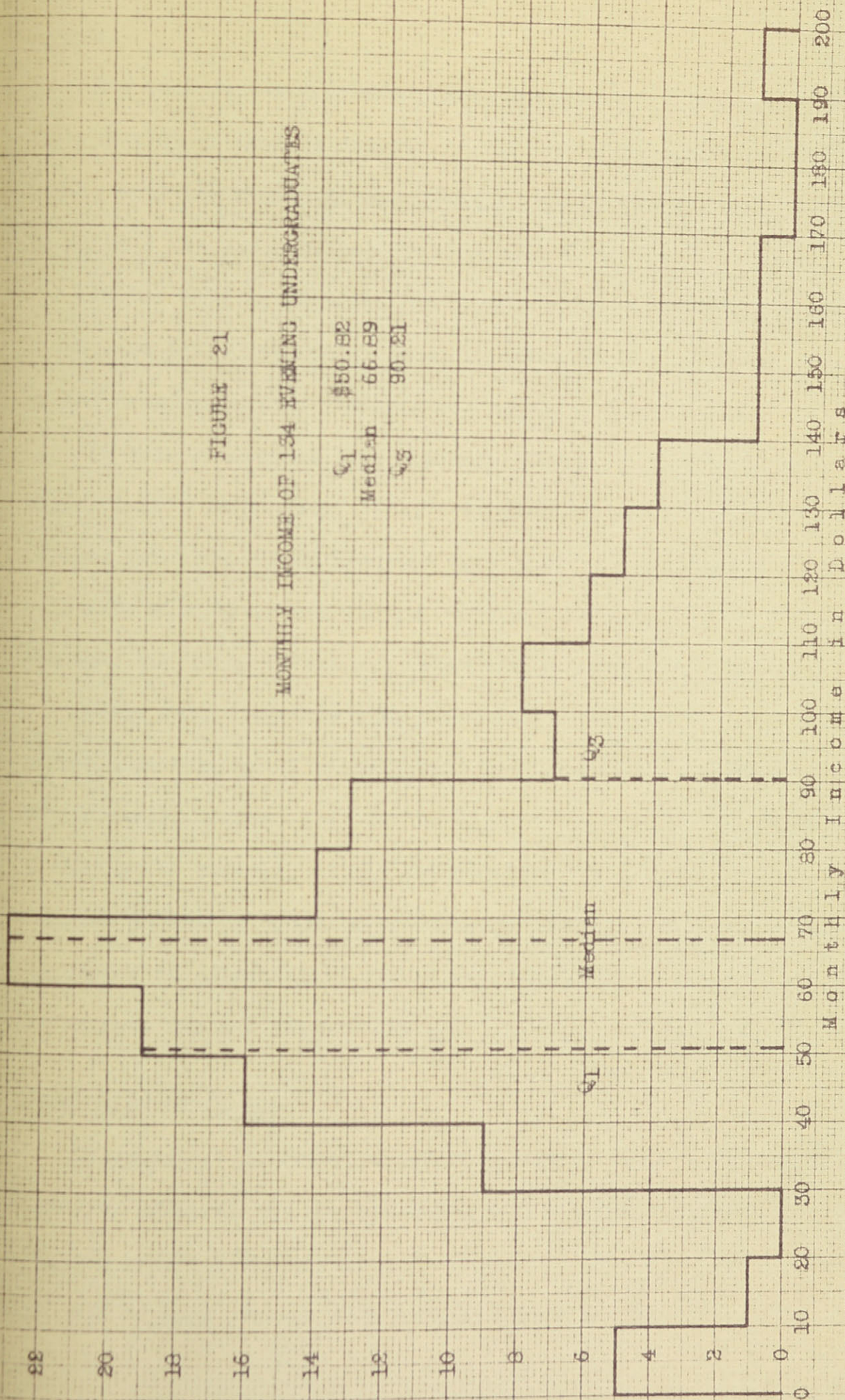
Here is noticed a larger percentage of professional men and women, most of whom, no doubt, are busy and already have had a college education. Also there are larger percentages of semi-skilled and unskilled workers. It is likely that most of the people in these two categories are not qualified academically for entrance to the degree courses, i.e., are not high school graduates. It is not safe to guess, however, that they are less able to finance such courses.



FIGURE 21

MONTHLY INCOME OF 134 EVENING UNDERGRADUATES

Q1 \$50.82  
Median 66.89  
Q3 90.81





### Income

How much do these students earn per month? Figure 21 shows the distribution of monthly salaries. They range from zero to \$195 per month, with the median income, \$66.39.  $Q_1$  is \$50.82 and  $Q_3$  is \$90.21, i. e. half the students earn between \$50.82 and \$90.21 a month.

In the City of Montreal the lawful minimum wage for clerical workers is \$12.50 per week, about \$53.00 a month. Apparently a number of the evening college students are being underpaid.

In this connection, the students were asked, "Are you wholly self-supporting?" 56.5% said, "Yes." 43.5% said, "No." In answer to a further question, 76.9% reported that they live in their parents' home, 3.7% live with their own family (wife and children), 3.0% live with friends, and 16.4% live alone (boarding or rooming, etc.).

These data, together with the facts in the occupational classification, indicate quite clearly that the student body is definitely middle class. Again, this may be expected. Children of wealthy families, if they go to college, attend day sessions as a rule. Children of poor families seldom go to college. Between these two groups is a veritable storehouse of potentiality for higher education. The evening college serves many the day college can not.

### Disposition of Income

Dependents. In order to get some further idea of the students' financial affairs, 134 men and women were queried regarding the existence of other people dependent upon their incomes. It was stated by 8.2% that one or more persons were wholly dependent upon them. Other persons



were partially dependent on the incomes of 38.8%. No dependents were reported by 53.0%. It is likely that among the 38.8% reporting partial dependents, many merely contribute to the operation of their parents' homes and probably do little more in this way than pay their own share of the living expenses - a previous question revealed that only 56.5% were self-supporting, and the distribution of incomes does not encourage one to think that 47% are able to give whole or partial support to dependents.

Personal Expenditures. The next question asked was, "After expenses have been met for shelter, food, clothing, dependents and such necessities, how much per month have you for yourself (for education, entertainment, incidental personal expenditures, etc.)?"

"Nothing," said one student. "One hundred dollars," said another. The median amount reported was \$23.20 per month, and the middle 50% ranged from \$15.37 ( $Q_1$ ) to \$31.06 ( $Q_3$ ).

Do you wonder that evening students are intent on getting their money's worth?

Net Financial Position. "How would you describe your financial position?" they were asked. In the vernacular, they replied:

"Comfortable" - - - - -	27.1%
"Just break even" - - - - -	48.1%
"Must struggle to keep out of debt" - - - - -	19.5%
"In debt" - - - - -	3.0%
"Flat broke" - - - - -	2.3%

The fact that 65% of the students apparently live within their incomes and only 5.3% cannot meet their expenses speaks well for

their management of comparatively meagre resources. Probably the 19.5% who "must struggle to keep out of debt" should be considered also as being in an unsatisfactory financial position.

Budgetted Incomes. Some clue regarding the efficacy of the students' management of their earnings was sought by the question, "Do you budget your income?" 56.7% reported that they do, 43.3% that they do not.

Method of Financing Study.

Analysis of the sources of students' money for the payment of tuition fees and other college expenses revealed the following methods of financing:

By the student himself - - - - -	65.7%
By the student's employer - - - - -	4.5%
By the student's family - - - - -	6.7%
By the student and his employer - - - - -	5.2%
By the student and his family - - - - -	10.4%
By employer and family - - - - -	1.5%
By others (student bursaries, aid from charitable institutions, etc.) - -	4.5%
By the student and others - - - - -	1.5%

The fact that 65.7% of the students pay their own way in the evening college, and an additional 17.1% share these expenses, making a total of 82.8% who, themselves, have a financial stake in their education, is a powerful factor in the maturity and purposefulness most of them exhibit in their studies.

Mention was made previously of the interest taken by many employers in their workers' studies in the evening college. As is seen above, this



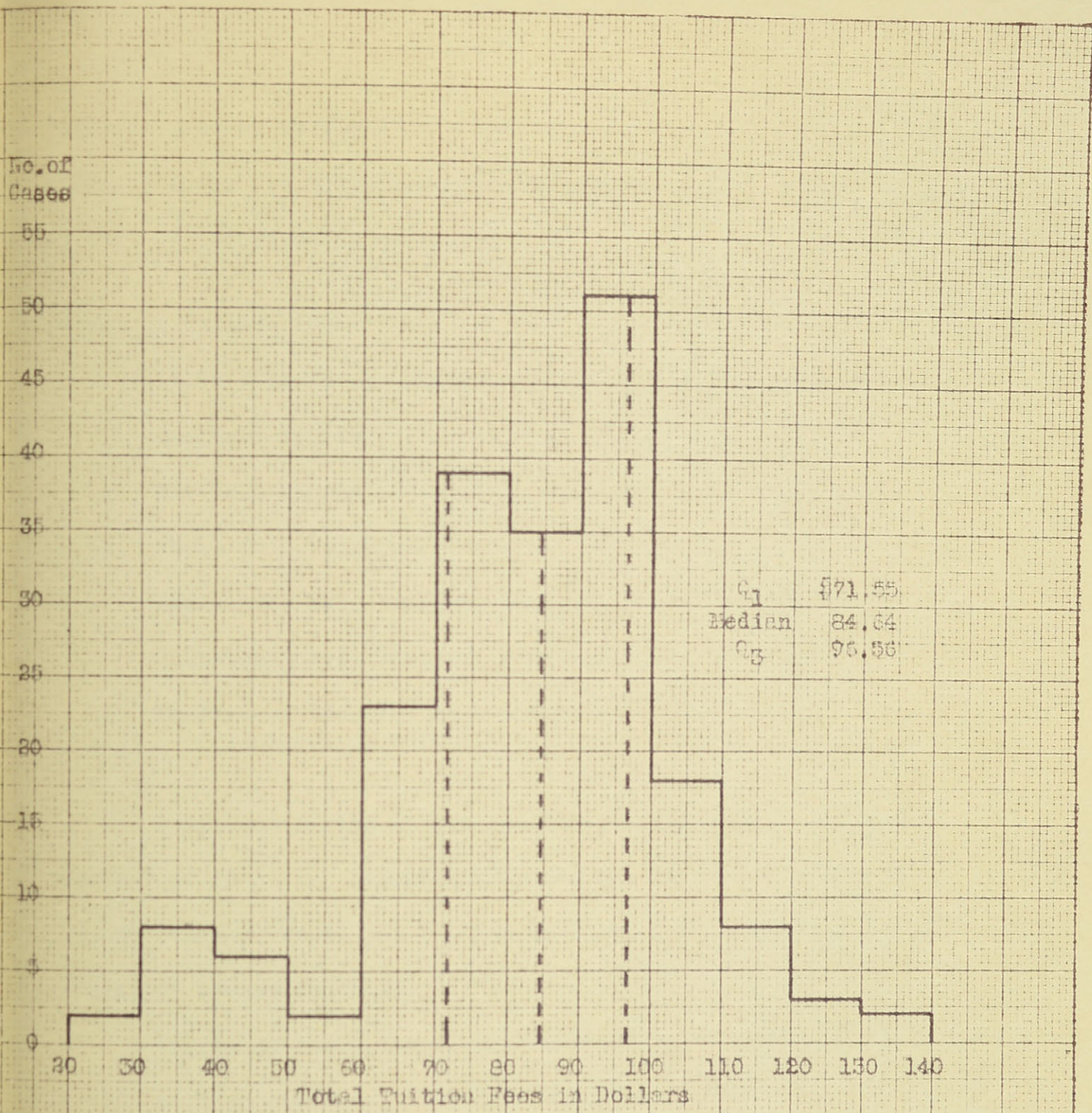


FIGURE 22

TOTAL YEARLY TUITION FEES OF 196 EVENING UNDERGRADUATES



interest assumes very concrete form for 11.2% of the evening undergraduate body. In that percentage of cases employers contribute all or part of the expenses of study.

Amount of Tuition Fees

Tuition fees in the evening college are on the following scale:

One half-course - - - - -	\$15.00
One full course - - - - -	\$30.00
Three full courses - - - - -	\$75.00
Additional half courses, each - - - - -	\$ 7.50
Additional full courses, each - - - - -	\$15.00
Laboratory fee, for each course involving laboratory work - - - - -	\$10.00

A student taking in one year the average number of courses required if he is to complete study for the degree in six years, i.e.  $3\frac{1}{2}$  courses, would pay tuition totaling \$82.50 plus \$10 for each laboratory course included.

Figure 22 shows the distribution of total tuition fees for the evening college students, 1938-39. The lower quartile fee was \$71.55, the median \$84.64 and the upper quartile \$96.56. The interquartile range is comparatively small, being only \$25.01.

Figures listed above with reference to gross income and the amount of money per month available for educational and other personal expenses, when compared with this information, indicates quite clearly that some deferred payment plan or plans would be necessary for the majority of the students. Such plans, indeed, are offered to the students,



with the following results.

Payment of Tuition Fees

On August 31, 1939, eleven months after the opening of the 1938-39 academic year, students had made these payments on tuition:

(a) Payment in full - - - - - 81.8%

Within the first month - - - - - 36.0%

In 2 months - - - - - 38.0

" 3 " - - - - - 43.4

" 4 " - - - - - 50.3

" 5 " - - - - - 58.2

" 6 " - - - - - 61.6

" 7 " - - - - - 69.5

" 8 " - - - - - 75.4

" 9 " - - - - - 79.8

" 10 " - - - - - 81.3

" 11 " - - - - - 81.8

(b) Payments incomplete - - - - - 10.3%

1 - 24% of fees still unpaid - - - - - 4.9%

25 - 49% " " " " - - - - - 2.0

50 - 74% " " " " - - - - - 2.0

75 -100% " " " " - - - - - 1.5

(c) Contract cancelled - - - - - 7.9%

To summarize, 36% of the students had paid their fees in full by the end of the first month, 50% by mid-term, 75% by the end of the academic

year, and 82% after eleven months. 10% still had payments to make after eleven months and 8% cancelled their contracts within the first two months.

6. Summary of the Characteristics  
of Evening College Students

Personal Data

Age. Range, 16 to 44 years. Median, 21 years 10 months.

Sex. Men, 86%. Women, 14%.

Marital Status. Married, 4%. Engaged, 1%. "Going steady," 18%.  
Unattached, 77%.

Religious Affiliation. Protestant, 69%. Roman Catholic, 22%.  
Hebrew, 9%.

Personal and Social Adjustment. Wide range in degree of adjustment, with the group as a whole showing a pattern similar to that of other adult groups. Much evidence of the need for guidance and counsel.

Scholastic Aptitudes and Abilities.

Scholastic Aptitude, as measured by the American Council on Education Psychological Examination. Aptitude of group slightly superior to that of comparable group in day college.

Reading Ability, as measured by Whipple's High School and College Reading Test. Ability of group significantly superior to that of comparable group in day college.

Vocabulary, as measured by The Inglis Test of English Vocabulary. Scores of the group significantly higher than those of a comparable group in day college.

College Entrance Records. Distribution of high school leaving grades follows normal curve.

### Study Conditions

Interval between former schooling and entrance to the evening college. Range, 0 to 21 years. Median, two years.

Study during that interval. The majority for whom there was an interval followed some programme of studies during that time.

Tenure of Studies in the evening college. 50% in their first year, 25% in second, 11.8% in third, 6.9% in fourth, 4.9% in fifth, 1% in sixth, and 0.5% in seventh.

Language Difficulties. Mother tongue of students: English 89.6%, French 3.7%, other tongues, 6.7%.

Course Load. Range,  $\frac{1}{2}$  course to 5 courses. Mean, 2.74 courses.

Students' Distribution of Time. Hours per week in classes: Range - 2 to 14 hours, Mean - 6.83 hours. Time spent on home study per week: Range - 1 to 40 hours, Median - 8.3 hours. Ratio of home study to class hours: Mean - 1.4 to 1. Working hours per week: Range - 0 to 65 hours, Median - 41.6 hours.

Study Methods. Some very good, some very poor. Median score on study habits inventory slightly better than median of norms derived from day college group.

Calibre of Instructors. Majority of instructors judged by students to be very good.

### Interest and Motivation.

Study Aims. Vocational aim more common than cultural aim.

Career Aims. Over two-thirds of students have definite career aims.

Vocational plans. 20.5% wish change in position, 32.0% seek

advancement in present vocation, 47.5% preparing for whatever opportunity may present.

Relation of Studies to Work. Direct relation noted by 30.3% of students, slight relation by 36.4%, and no relation by 33.3%.

Suitability of Courses. Over 90% of students felt their courses suited to their abilities and needs.

Who sends students to evening college? Majority (89%) self-impelled.

Supporting Interest shown by employer and family. By employer in 51.6% of cases. By family in 88.5% of cases.

#### Economic Status.

Occupational Categories. Majority (79.8%) are white-collar workers, most of them clerks,

Income. Range, 0 to \$195 per month. Median, \$66.39 per month.

Disposition of Income. 47% of students claimed to be supporting, or partially supporting dependents. For educational and personal expenditures students average \$23.20. 65% live well within their incomes.

Methods of Financing Study. 82.8% of students pay part or all of their own college expenses. Aid is obtained by 11.2% from employers, by 18.6% from their families, by 6% from other sources.

Amount of Tuition Fees. Inter-quartile range - \$71.55 to \$96.56.  
Median - \$84.64 per year.

Payment of Tuition Fees. About one-third pay cash upon registration, two-thirds take advantage of deferred payment plans.



## CHAPTER V

### ACHIEVEMENT OF EVENING COLLEGE STUDENTS

Our discussion in this chapter will attempt to be rather more analytic than in the previous chapters which have been largely descriptive.

What is the achievement record of undergraduates in the evening college? How many complete their studies as planned? What grades do they get in their courses? What relation is there between each or all of the characteristics described in Chapter IV and degree of achievement or scholarship? What factors influence the standards attained by evening college students?

These questions concern us here. With the data obtained in the 1938-39 study of the evening division, Faculty of Arts, Science and Commerce in Sir George Williams College, we shall try to discover reasonable answers.

1. Student "Mortality" within the Academic Year.

Extent to which studies were completed

Since our data is related only to a single academic year, our study of student "mortality" must be confined to that period. To what extent do students complete their year's studies as planned at the time of registration? The following are the figures obtained for undergraduates in the evening college, 1938-39:

Registered, but did not enter classes - - - - -	1.5%
Withdrew from courses during year - - - - -	15.3%
Completed courses but wrote no examinations - -	1.5%
Completed courses and wrote examinations - - -	81.7%

Comparison of these figures with those related to partial course students in the same year is interesting. These percentages indicate the extent to which partial students completed their year's studies:

Registered, but did not enter classes - - - - -	5.5%
Withdrew from courses during year - - - - -	28.0%
Completed courses but wrote no examinations -	15.6%
Completed courses and wrote examinations - -	50.9%

Obviously, the desire for "credits" towards a degree is a strong factor differentiating the persistence of undergraduates from that of partial students. Of the former, 83.2% completed their courses, as compared with 66.5% of the latter. It is indeed surprising that as many as 50.9% of the partial students wrote final examinations. The fact that they were in the same classes as the undergraduates who were writing examinations, however, probably influenced many of them to

follow through and sit for the finals.

Causes of withdrawals during the year are examined below.

Causes of Withdrawal

Students who registered but did not enter classes, who withdrew from courses during the year or who completed courses but wrote no examinations were followed up as carefully as possible. This group, as outlined above, represented 18.3% of the undergraduates registered for the year. The reasons given by these 37 students are as follows:

Interference of work - - - - -	24.3%
Ill health - - - - -	18.9%
Financial difficulty - - - - -	16.2%
Moved or working out of town - - - -	13.5%
Lack of interest - - - - -	5.4%
Courses unsuitable - - - - -	2.7%
Other specified reasons - - - - -	2.7%
Reason not known - - - - -	16.2%

Comparable data were obtained for the partial course students who registered but did not enter classes or who withdrew from courses during the year. Those who completed courses but did not write final examinations were not included in this group since this did not necessarily mean that they had failed in their purpose. The causes below, then, are those of the 33.5% of partial course students in these two categories.

Interference of work - - - - -	18.5%
Moved or working out of town - - -	15.2%
Ill health - - - - -	9.8%
Financial difficulty - - - - -	8.7%
Courses unsuitable - - - - -	8.7%

Studies too difficult - - - - -	6.5%
Interference of other leisure - - activities	2.2%
Lack of interest - - - - -	1.1%
Other specified reasons - - - - -	7.6%
Reason not known - - - - -	21.7%

It is significant to observe from the above that for both undergraduates and partial course students the reasons given for most withdrawals have reference to circumstances beyond the control of the students themselves. This speaks well again for the sincerity of their purpose.

The evening college is definitely faced, however, with the fact that it has no control over these circumstances either, and must always make allowance for the possibility of their occurrence.

Causes of student mortality (including failure to return to college in a subsequent year as well as withdrawal within the academic year) revealed in a study of day students of 24 universities in the United States (1) were found to be, in the order of importance: dismissal for failure in work, financial difficulties, miscellaneous, lack of interest, sickness, disciplinary dismissal, needed at home, and death. Apparently there is little similarity between the factors causing evening students to drop out of college and those effective in the case of day students.

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(1) United States Office of Education, College Student Mortality, pp. 44-51.



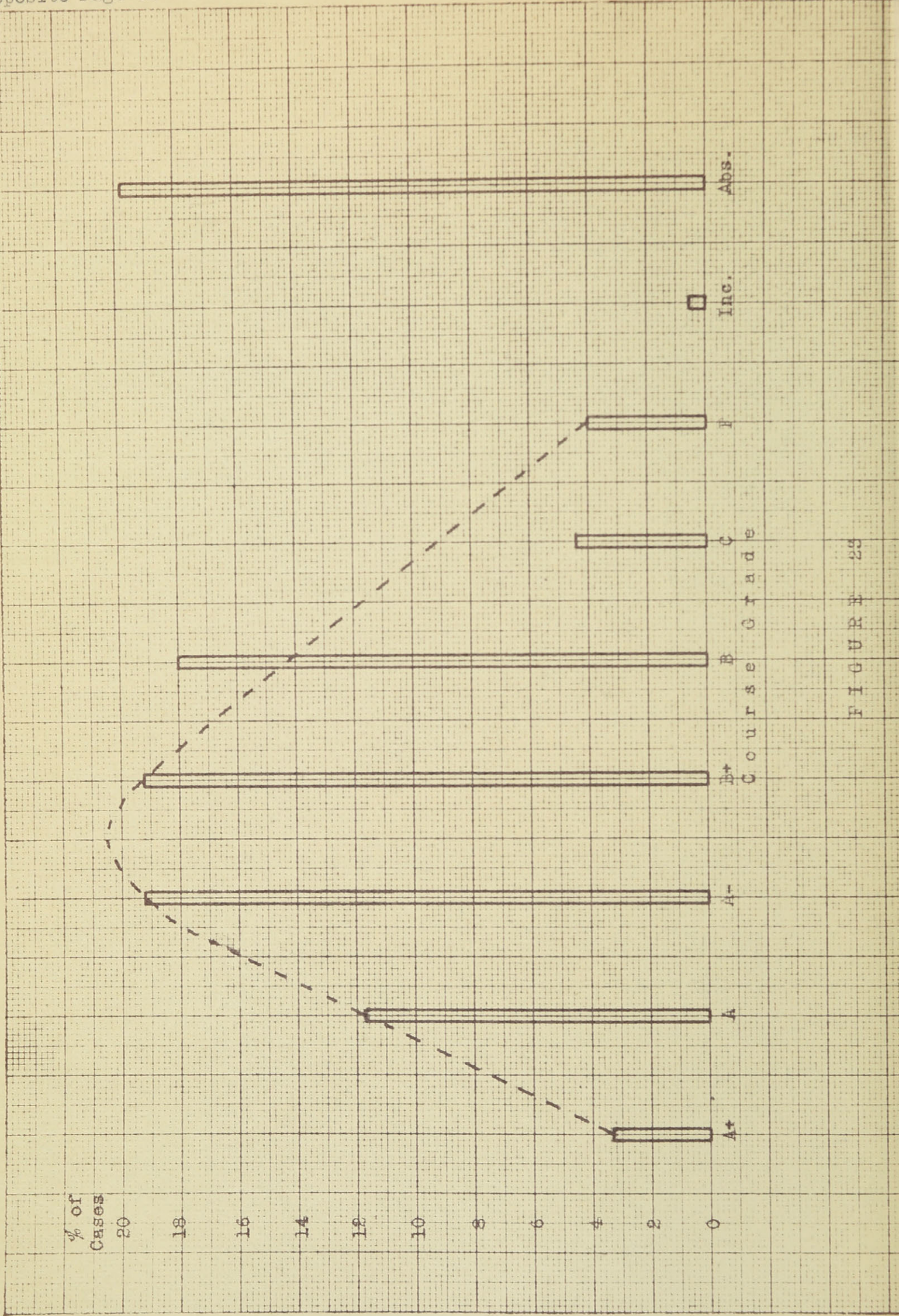


FIGURE 23

DISTRIBUTION OF CASES BY COURSE GRADE



## 2. Measurement of Achievement

### Distribution of Course Grades and Average Grade-Points.

Grades are awarded as the final standing in each course for the academic year on the basis of: (a) the year's work of the student, (b) the mid-term examinations (except in half-courses), and (c) the final examinations. These grades are awarded according to the following system:

A+	Honours
A )	Superior
A-)	
B+)	Satisfactory
B )	
C	Not quite satisfactory (conditional pass)
F	Decidedly unsatisfactory (failed)
Inc.	Course work incomplete
Abs.	Absent from final examination

Examinations are set at the conclusion of most courses. In a few cases, however, final grades are assigned on the basis of term work alone.

Figure 23 shows the distribution of 666 course grades assigned to 203 undergraduates, 1938-39. The distribution includes grades for all undergraduates registered during the year whether or not they completed their courses or wrote final examinations. This explains the inclusion of the grades "Absent" and "Incomplete" awarded in 20.3% of the cases reported.

The approximately "normal" curve, sketched in Figure 23, reveals an interesting situation. If the distribution of grades followed the "normal"

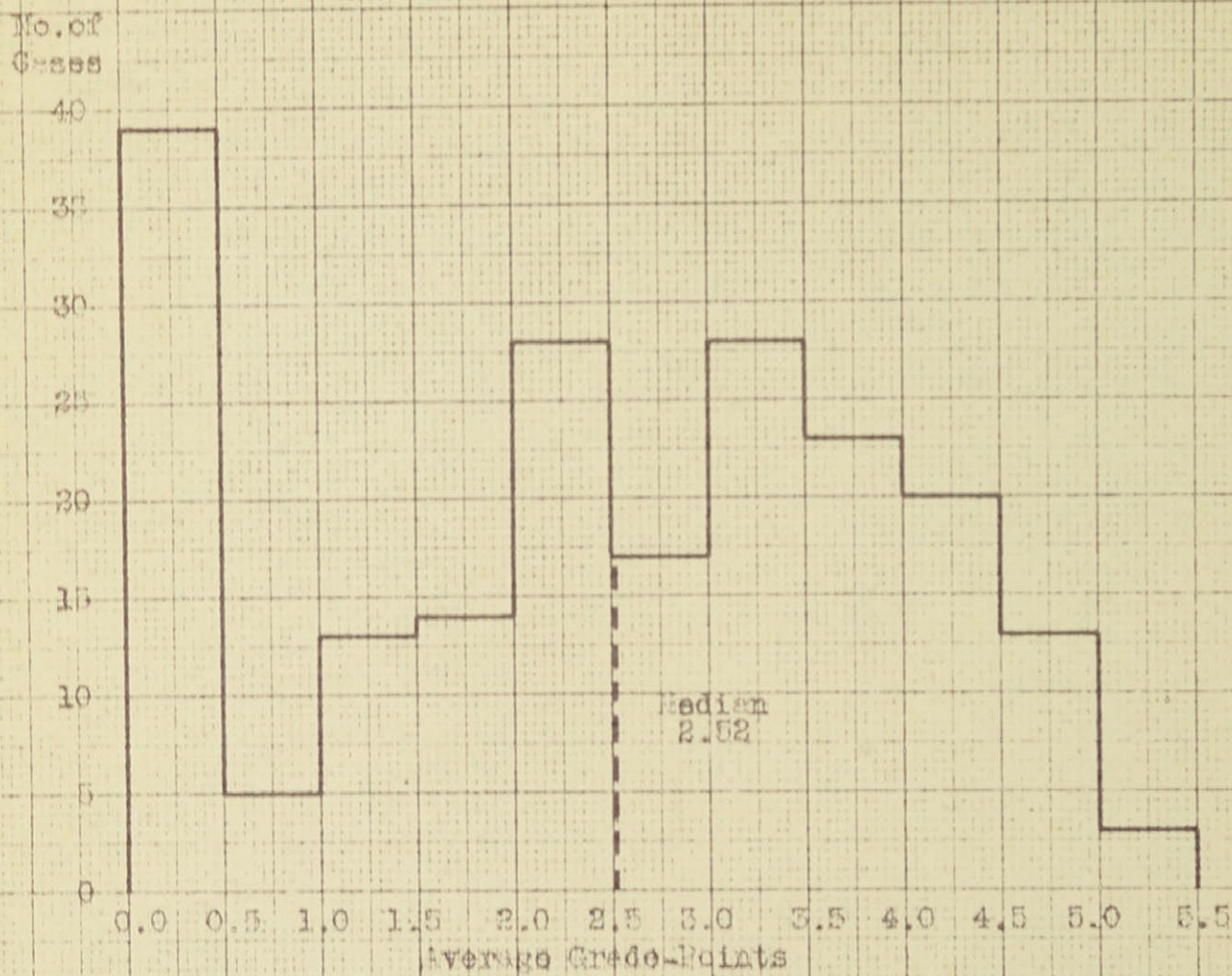


FIGURE B4

DISTRIBUTION OF AVERAGE-GRADE-POINTS OF 203 EVENING UNDERGRADUATES

curve, as one would expect, there would be fewer "B" grades and an almost equal additional number of "C" grades. In a considerable number of cases soft-hearted instructors (or instructors who have erred in grading) apparently have given "B" grades where "C" grades only were earned. (A "B" grade is a clear pass, while a "C" grade is but a conditional pass.)

In order to obtain a single achievement score for each student, average grade-points were calculated. Each course grade was assigned a value, as follows:

A + (6), A(5), A-(4), B + (3), B(2), C(1), F, Inc. or Abs. (0).

The assigned values of course grades were added and averaged for each student, giving a score in terms of average grade-points, with upper and lower limits of 6 and 0, respectively. Figure 24 shows the distribution of these average grade-points. The large number of students with a score of 0.0 to 0.4 again is explained by the fact that all students were included in the distribution whether or not they completed their courses or wrote final examinations. The median score is 2.52 points, midway between the grades "B" and "B+".

These average grade-points are the measure of achievement which is used in the study in following pages, of the relationship between achievement and factors which may influence achievement in the evening college.

#### Comparison of the achievement of day and evening undergraduates

During the year prior to the one in which most of these data were gathered a comparison was made between course grades awarded in day division courses and the same courses in the evening division. This did not take into account all the courses offered in 1937-38 since the schedules of courses in the two divisions were not identical, but only



grades in courses which were offered in both day and evening divisions. The value of the comparison is somewhat lessened by the fact that, in many cases, the same course was taught by different instructors in the two divisions. Further, in only a minority of cases was the same examination set for both day and evening classes in a course. This latter situation has many practical and obvious advantages from the point of view of suiting the needs of the students concerned, but does not improve matters when a straight comparison is attempted.

For what value it may have, however, the results of the study are included here.

The grades assigned in 34 different courses are listed below and in each case the percentage of students awarded each grade is indicated for both divisions.

<u>Grades assigned in 34 courses</u>	<u>A<sup>+</sup></u>	<u>A</u>	<u>A-</u>	<u>B<sup>+</sup></u>	<u>B</u>	<u>C</u>	<u>F</u>	<u>Total Number of Grades</u>
Day Division	2.4%	5.5%	12.4%	23.2%	30.9%	8.8%	16.8%	453
Evening Division	4.5%	9.5%	21.8%	24.2%	23.2%	7.9%	8.7%	380

By assigning point values to each letter grade, as was done above, calculation shows that the average grade-point in these 34 courses in the day division was 2.32 while the average grade-point in the evening division was 2.89, a difference in favour of the evening students of .57 points. Since the probable error of the difference between the two means is only .072, making the critical ratio 7.9, the difference is, therefore, statistically significant.

As has been pointed out, there are limitations to the significance of this comparison. If, therefore, we should be cautious not to acclaim the superiority of the achievement of evening college students over that of day students, at least we can safely conclude that the evening students' achievement does not suffer by comparison.

These findings are well supported, however, by Sorenson's evidence obtained in a study of the classroom achievement of extension students:

Through the cooperation of directors of extension divisions, objective data have been collected on the classroom achievement of fifty pairs of comparable daytime and evening classes. For each pair the instructor, subject matter, and examinations were the same. In some instances the examinations were of the essay type, and in others of the objective type.....

According to the results of this sampling, the extension classes have a slight advantage...

The results of the objective and subjective examinations were similar. The extension students were relatively as capable in the newer and more factual type of examination as in the discussion or essay type. (2)

### 3. Opinion Regarding Factors Affecting Achievement.

Both instructors and students were asked, "What, in your opinion, are factors that may possibly militate against the success of evening college students in their studies?" Tabulation of their answers follows.

#### Opinions of Instructors

Instructors reported that they believe the following factors, with the weights listed, are detrimental to successful study in the evening college.

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(2) Sorenson, Herbert, Adult Abilities, pp. 72-73.

Lack of time for study, or excessive course loads - probably more correctly interpreted as faulty (or no) budgetting of leisure time, or ineffective study habits. (Weight: 10)

Lack of background for studies undertaken, often caused by forgetting during interval between high school and college - more precisely stated as diversity of background and ability of students within class groups. (Weight: 4)

Fatigue, resulting from day's work. (Weight: 3)

Lack of opportunity for informal consultation between instructors and students outside of class time. (Weight: 3)

Insufficient relation between course content and students' work, interests and growth. (Weight: 2)

Overcrowding and poor ventilation in classrooms, (Weight: 2)

Six o'clock classes too early for many students - leaves them insufficient time (or none) for supper. (Weight: 2) (This situation was improved when, in 1940, the schedule of classes was changed to begin at 6:30 p.m.)

Other factors. (each, weight: 1)

It is only fair to add that many instructors were of the opinion that conditions of study in the evening college are quite satisfactory. They are almost unanimous in their admiration of the seriousness, capability and responsiveness of evening students and most of them, when questioned, decided that they received greater satisfaction from teaching in the evening division than in the day division.

#### Opinions of Students.

Students in the evening college reported that, in their opinion,

these factors, with the weights listed, militate against successful study in evening courses.

Lack of time for study, or excessive course loads - probably more correctly interpreted as faulty (or no) budgetting of leisure time, or ineffective study habits. (Weight: 10)

Interference of outside activities, including overtime at work and social activities - or, conversely, if social activities are not allowed to interfere, lack of opportunity for recreation. (Weight: 10)

No doubt lack of time and interference of outside activities are closely related aspects of the same problem.

Fatigue, resulting from daily work, lack of opportunity for relaxation, lack of sufficient sleep, and length of class time when one two-hour class follows another in the same evening. (Weight: 8)

Financial insecurity - low salaries, high cost of tuition, etc. (Weight: 4)

Poor health - especially eye strain or faulty eyesight. (Weight: 2)

Unsatisfactory study conditions - noise, poor facilities, etc. (Weight: 2)

Lack of encouragement and active interest on the part of employers, relatives and friends. (Weight: 2)

Lack of interest on the part of the student - in a particular course or in study in general. (Weight: 2)

Personal maladjustment - faulty emotional, home or occupational adjustment. (Weight: 2)

Other factors (Each, weight: 1)

Here, too, one should say that many students found conditions satis-



factory. "It is up to the student himself," was the opinion expressed by a considerable number.

Instructors and students seem to be in agreement regarding the importance of the influence of lack of time (or lack of time planning) and fatigue. There is little agreement on other factors, however. True, some of the other items listed by the instructors were mentioned by a few students, but not with sufficient frequency to warrant their inclusion in the list above.

Sorenson (3) lists the following as conditions that handicap extension instruction:

Dependence on fees. In extension departments where the instructor is forced to keep class attendance up to a specified minimum number of students he may be tempted to "popularize his courses or otherwise lower his standards." (This condition does not prevail in Sir George Williams College.)

Lack of library and laboratory facilities. This is a definite handicap where the extension work is done at points away from the main university plant.

Students' lack of time. Studies in addition to work make an arduous programme. "Many who attend extension classes are tired and without enough leisure to do university work that satisfies them." "Lack of time is also often the cause for the lack of continuity in the extension students' courses."

Long class periods. Class periods over two hours in length are conducive to monotony and inefficiency of learning.

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(3) Sorenson, Herbert, Adult Abilities, pp. 107-112.

4. Relation Between Various Factors and Achievement.

In a further attempt to discover what relationship exists between achievement and various characteristics and factors common to evening college undergraduates (discussed in Chapter IV), correlation coefficients were calculated as reported below. In each case the coefficient of correlation listed is that between the factor indicated and achievement in terms of average grade-points. All students for whom data are available are included whether or not they completed their courses or wrote final examinations. Items are listed in order of the degree of correlation, positive or negative, found.

Correlation between Achievement (Average Grade -Points) and:-

- |  |       |              |     |
|--|-------|--------------|-----|
| (1) <u>College Entrance Record</u> (average percentage on High School Leaving examinations) - - - - -  | + .52 | <sup>+</sup> | .06 |
| (2) <u>Course Load</u> (number of courses taken during the academic year)-   | + .33 | <sup>+</sup> | .04 |
| (3) <u>"Linguistic" Aptitude</u> (score on the "linguistic" section of the American Council on Education Psychological Examination) - -                      | + .29 | <sup>+</sup> | .05 |
| (4) <u>Reading Ability</u> (score on Whipple's High School and College Reading Test) - - - - -   | + .26 | <sup>+</sup> | .05 |
| (5) <u>Interval Since Former Schooling</u> (number of years elapsed between completion of secondary schooling and entrance to the evening college) - - - - - | + .23 | <sup>+</sup> | .05 |
| (6) <u>Scholastic Aptitude</u> (gross score on the American Council on Education Psychological Examination) - - - - -  | + .22 | <sup>+</sup> | .05 |

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(Coefficients of correlation below this line are not statistically significant.)

(7)	<u>Income</u> (monthly earnings in dollars) - - - - -	-+.19	$\frac{+}{-}$	.06
(8)	<u>Positiveness of Career Aim</u> ("Yes" answers to the question, "Have you a definite aim in life, regarding your career, etc.?" )	+ .16	$\frac{+}{-}$	.08
(9)	<u>Social Adjustment</u> ("social adjustment" score - high scores indicate tendency to be retiring rather than aggressive in social relations - on the Bell Adjustment Inventory)	-.14	$\frac{+}{-}$	.06
(10)	<u>Age</u> (in years) - - - - -	+ .13	$\frac{+}{-}$	.05
(11)	<u>Health Adjustment</u> ("health adjustment" score - high scores indicate poor adjustment - on Bell Adjustment Inventory)	+ .11	$\frac{+}{-}$	.06
(12)	<u>Home Adjustment</u> ("home adjustment" score - high scores indicate poor adjustment - on Bell Adjustment Inventory - - - - -	-.09	$\frac{+}{-}$	.06
(13)	<u>Tenure of Studies</u> (number of years the student has been studying in the evening college) - - - - -	+ .08	$\frac{+}{-}$	.05
(14)	<u>Length of Time Required for Payment of Tuition Fees</u> (in months) - - - - -	-.06	$\frac{+}{-}$	.05
(15)	<u>Ratio of Home Study to Class Hours</u> (number of hours spent in home study each week for each hour spent in classes)	+ .06	$\frac{+}{-}$	.06
(16)	<u>"Quantitative" Aptitude</u> (score on the "Quantitative" section of the American Council on Education Psychological Examination) - - - - -	+ .04	$\frac{+}{-}$	.06
(17)	<u>Occupational Adjustment</u> ("occupational adjustment" score - high scores indicate poor adjustment - on the Bell Adjustment Inventory) - - - - -	-.04	$\frac{+}{-}$	.07
(18)	<u>Emotional Adjustment</u> ("emotional adjustment" score - high scores indicate poor adjustment - on the Bell Adjustment Inventory) - - - - -	-.03	$\frac{+}{-}$	.06

(19)	<u>Effective Study Habits</u> (score on the Wrenn Study Habits Inventory) - - - - -	+ .03 $\pm$ .06
(20)	<u>Working Hours</u> (per week) - - - - -	- .01 $\pm$ .06
(21)	<u>Social and Personal Adjustment</u> ("total adjustment" score on Bell Adjustment Inventory) - - - - -	+ .00 $\pm$ .07

This is interesting. In no case is there a high relationship between achievement and any single factor measured. The highest relationship found is that between achievement and average percentage on High School Leaving examinations ( $r = .52$ ). This relationship, in the language of the statistician, is "substantial" or "marked". (4)

The coefficients of correlation between achievement and course load, between achievement and "linguistic" aptitude, between achievement and reading ability, between achievement and the interval since former schooling, and between achievement and scholastic aptitude - all are in the range described as "low" correlation, present but slight.

In no other case is the obtained coefficient of correlation even statistically significant! It is not as much as four times its probable error.

Several other factors, which do not lend themselves to the method of correlation used above, seem worthy of attention. The mean achievement (average grade-point) scores of the following were compared.

(a) With reference to the question, "Have you a definite aim in life (regarding your career, etc.)?" the mean achievement score of those who answered 'yes' was 2.81, which is .34 points higher than the mean score of those who answered 'no' but the difference was found to be not statistically significant.

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(4) United States Office of Education, Some Factors in the Adjustment of College Students, pp. 15-16. In this study of day college students the relationship between average high school marks and average college freshmen marks is expressed by a correlation of .52 and the correlation between average high school marks and average marks of the full four-year college course was found to be .49.



(b) The mean achievement score of those who stated that they allot themselves certain regular periods during each week for home study was 2.78, which is .15 points higher than the mean score of those who said they did not. Again, the difference is not statistically significant.

(c) The mean achievement score of those whose studies have direct relationship to the nature of their work was 2.95, which is .29 points higher than the mean score of those for whom the relationship was slight and .34 points higher than the mean score of those whose studies bore no relationship to their work. Still no statistical significance.

(d) In answer to another question students defined their study aims as (i) strictly vocational, i.e. for occupational advancement (mean achievement score, 2.62), (ii) partly vocational, partly cultural or recreational (mean achievement score, 2.86), or (iii) wholly cultural or recreational (mean achievement score, 2.55). The mean score of those whose professed aim was partly vocational and partly cultural is .24 points higher than that of those whose aim was strictly vocational and .31 points higher than that of those whose aim was wholly cultural. Again, as in other comparisons above, the difference between the means was found to be not statistically significant.

One is tempted to conclude, on first examination, that these data tell us practically nothing about the relationship existing between achievement and the various characteristics and factors we have been studying. True, a student's standing with respect to any one factor has no significant predictive or prognostic value. But isn't that fact, in itself, significant? If no one factor is sufficiently significant in its relationship to achievement, then we may conclude that no prediction of scholastic success in the evening college can safely be

made on the basis of any single factor. That ought to save us from much faulty practice in the guidance of prospective students.

What is still more important is the fact that these data explode many theories now currently held regarding circumstances thought to be adverse for evening college students.

"Some students take too many courses during a single academic year," say instructors. "They can't do justice to them." The evidence indicates, however, that those who wish to or are allowed to take heavier than average loads tend to get slightly higher, rather than lower, grades than those carrying light course loads.

"Students who have been out of school for an appreciable length of time forget so much of what they learned in high school that they have difficulty with college studies," is another misconception. Our data show that those young men and women who return to their studies after an interval of years do better work than those for whom the interval is slight or non-existent. Otis, in a study of adults in evening high school, made a comparison of their grades with relation to the number of years they had been out of school.

For students who had been out of school less than six years, the average grade was 77.7; six to eleven years, 86.6; twelve to sixteen years, 85.6; seventeen to twenty-two years, 84. It will be noted that the group with the highest average grade had been out of school from six to eleven years; the group with the lowest average grade had been out of school less than six years...

This highly creditable achievement of adult students in terms of average grades is no doubt partly the result of a self-selective process that sends the more capable persons back to school. (5)

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(5) Otis, D.S., "When Adult Interests and Academic Requirements Meet", p.57.

Further comparable evidence is presented by Dr. Ned. H. Dearborn of New York University.

A recent survey of students' records in the New York University division of general education revealed that adults who have been out of school eight years or more do better in their studies than young men and women who have but recently left high school. (6)

"Older people can't compete with those in their 'teens and early twenties," say others. Our data show that age, of itself, makes no difference. As Dr. Frank M. Debatin once said, "It's urge not age that counts."

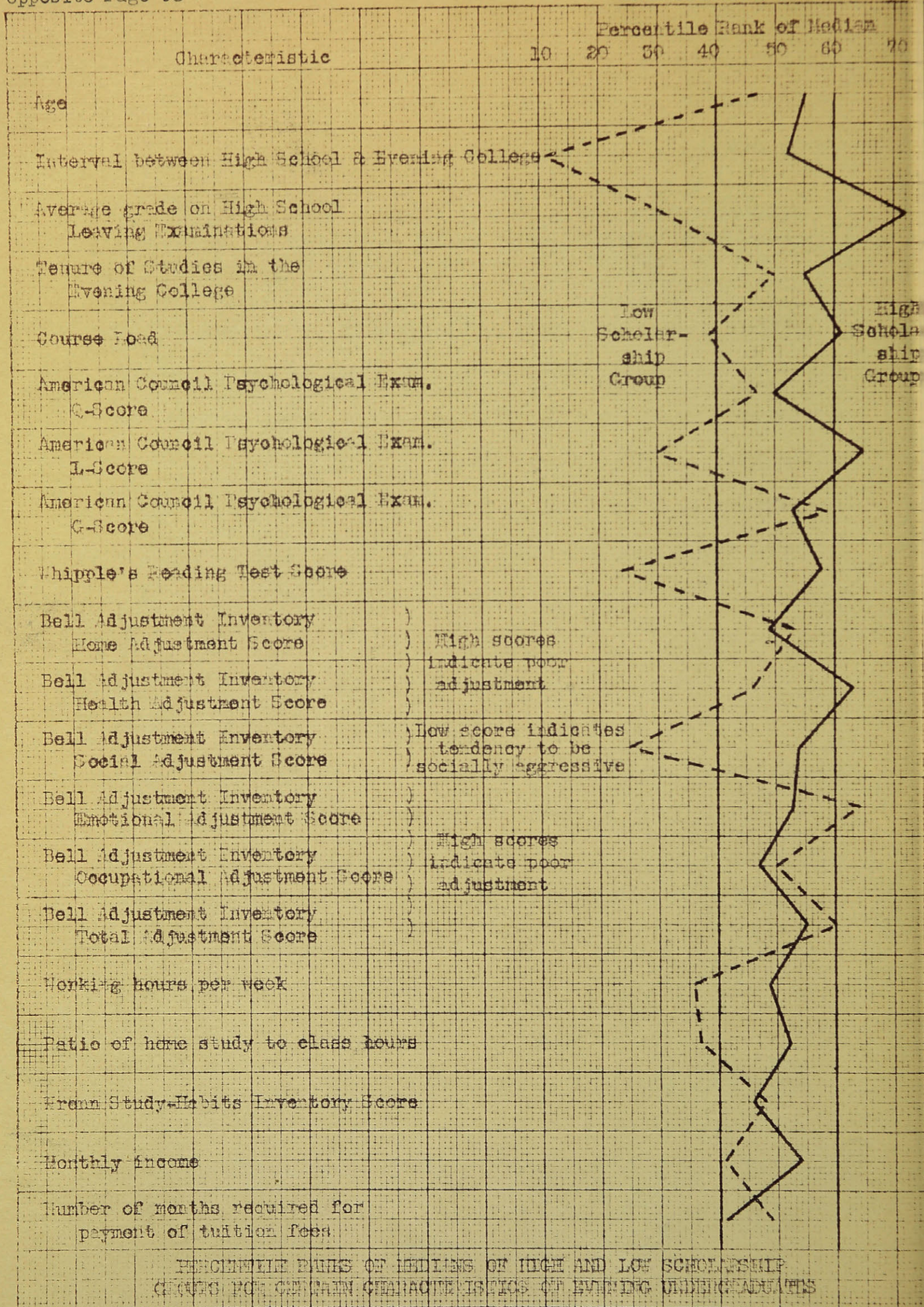
Obviously, as Otis also suggests, there is a process of self-selection actively operating in the formation of the evening college body under scrutiny. This process of selection, fortunately, may always be expected.

What, in brief, have we learned from these statistical studies? First - that the only single factor bearing a substantial relationship to achievement in the evening college is achievement in high school, which, after all, was the result of the combined effect of a host of factors, many of which must still be effective in the evening college in spite of what would seem to be, for the student, now an employed adult, very different circumstances. Second - that while there is a slight relation between achievement and several other individual factors, there is no significant relationship between achievement and most of those measured.

We are forced to the conclusion, therefore, that it would likely be more profitable to examine the combined effect on achievement of

(6) New York Times, December 17, 1939.







the many factors present, rather than to continue to isolate statistically factors which never in reality exist alone.

##### 5. Comparison of High and Low Scholarship Groups

For further illumination profiles were plotted for two groups of evening undergraduates - a high scholarship group consisting of those with an achievement score (average grade-points) of over 3.5, which, in terms of letter grades includes grades A+, A and A-, and a low scholarship group consisting of those with an achievement score of under 1.5, including grades C, F, Incomplete and Absent. These profiles are shown in Figure 25.

For each group the median scores for each of the several factors measured were calculated. Then the percentile ranks (with reference to the distribution of scores of all evening undergraduates) of these medians were determined and plotted. This is a rough measure, but, as examination of the profiles will show, it proved quite helpful in high-lighting outstanding characteristics of the high and low scholarship groups.

Further, we have assumed that percentile ranks between the 40th and the 60th are so close to the medians of the whole evening college student body that they may be considered as indicating no significant relationship between achievement and the factor concerned.

Our profiles indicate, therefore, that evening undergraduates in the high scholarship group are characterized by:

- (1) Higher than average percentage on High School Leaving examinations.
- (2) Heavier than average course load.
- (3) Higher than average score on the "linguistic" section (L-score) of

the American Council on Education Psychological Examination.

(4) Higher than average "health adjustment" score (high scores indicate poor adjustment) on the Bell Adjustment Inventory.

They indicate, further, that evening undergraduates in the low scholarship group are characterized by:

- (1) Smaller than average number of years' interval between completion of high school and entrance to the evening college.
- (2) Lower than average percentage on High School Leaving examinations.
- (3) Lighter than average course load.
- (4) Lower than average score on the "linguistic" section (L-score) of the American Council on Education Psychological Examination.
- (5) Lower than average score on Whipple's High School and College Reading Test.
- (6) Smaller than average number of working hours per week.
- (7) Lower than average ratio of home study hours to class hours per week.
- (8) Lower than average "social adjustment" score (low scores indicate tendency to be aggressive rather than retiring in social relations) on the Bell Adjustment Inventory.
- (9) Higher than average "emotional adjustment" score (high scores indicate poor adjustment) on the Bell Adjustment Inventory.
- (10) Higher than average "total adjustment" score (high scores indicate poor adjustment) on the Bell Adjustment Inventory.

Still further, the profiles indicate that high and low scholarship groups do not tend to differ appreciably with respect to:

- (1) Age.
- (2) Tenure of studies in the evening college, that is, the number of

years they had, at the time of this study, been members of the evening undergraduate body. (See also, a study by Williams (7) which casts considerable doubt upon the popularly accepted thesis that seniors earn higher grades than they earned as freshmen.)

(3) Score on the "quantitative" section (Q-score) of the American Council on Education Psychological Examination.

(4) Gross score (G-score) on the American Council on Education Psychological Examination.

(5) "Home adjustment" score on the Bell Adjustment Inventory.

(6) "Occupational adjustment" score on the Bell Adjustment Inventory.

(7) Score on the Wrenn Study Habits Inventory.

(8) Monthly income.

(9) Number of months required for payment of tuition fees.

This examination would seem to show, then, that the most significant factors in relation to achievement are, in this order:

(1) High School Leaving examination record.

(2) Score on the "linguistic" section (L-score) of the American Council on Education Psychological Examination.

(3) Size of course load.

These are the three factors for which higher than average scores (or size, in the case of course load) are characteristic of the high scholarship group and lower than average scores are characteristic of the low scholarship group.

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(7) Williams, Robert L., "Academic Success of Individual College Students Throughout their Total Period of Residence."

## 6. Summary and Conclusions

By way of summary we list below the major findings of the studies reported in Chapter V.

### Student "mortality" within the academic year

81.7% of the undergraduates who registered for courses in the year 1938-39 completed the year's work and wrote final examinations. Of the other 18.3% some did not enter classes, some withdrew during the year and some wrote no examinations.

The major reasons for withdrawal given by this 18.3% of undergraduates were interference of work, ill health, financial difficulty and removal from the city.

### Measurement of achievement

666 grades assigned to 203 undergraduates in 1938-39, when plotted, followed approximately the "normal" curve. The median achievement score (in average grade-points) was found to be 2.52, midway between grades "B" and "B+", with "B" the lowest clear passing grade in the series A+, A, A-, B+, B, C, F.

A comparison in the year 1937-38 of the grades assigned to day and evening college students in the same courses revealed that the mean achievement score of the evening division students was significantly higher than the mean achievement score of the day division students.

### Opinion regarding factors affecting achievement

Factors thought by instructors to hinder the achievement of evening college students are, chiefly: (a) Lack of time for study, or excessive course loads (probably more correctly interpreted as lack of the planning



of study time, or ineffective study habits), (b) Lack of background for studies undertaken (heterogeneity of background and ability in class groups), (c) Fatigue, and (d) Lack of opportunity for informal consultation between instructors and students outside of class time.

Students listed these as the chief factors which may possibly militate against the success of evening college students in their studies: (a) Lack of time for study (b) Interference of outside activities or lack of opportunity for recreation, (c) Fatigue, and (d) Financial insecurity.

#### Relation between various factors and achievement

Studies of the correlation between various single factors and achievement (average grade-point) scores showed statistically significant relationship in only five cases: (a) between achievement and average percentage on High School Leaving examinations, (b) between achievement and size of course load, (c) between achievement and score on the "linguistic" section (L-score) of the American Council on Education Psychological Examination (d) between achievement and score on Whipple's High School and College Reading Test, and (e) between achievement and gross score on the American Council on Education Psychological Examination.

In no case was the coefficient of correlation notably high. No significant correlation was found between achievement and income, positiveness of career aim, age, number of years' interval between completion of high school and entrance to the evening college, scores on the Bell Adjustment Inventory, tenure of studies in the evening college, number of months required for payment of tuition fees, ratio of home study to class hours, score on the "quantitative" section of the American Council on Education Psychological

Examination, score on the Wrenn Study Habits Inventory, or number of working hours per week.

Small but statistically insignificant differences in mean achievement scores were found to exist between those who have and those who have not a definite career aim, between those who claimed they "budget" their study time and those who did not, between those whose studies are directly related to the nature of their work and those whose studies are slightly related or are not related, and between those whose study aims are partly vocational, partly cultural, and those whose aims are strictly vocational or wholly cultural.

Comparison of high and low scholarship groups.

By the use of profiles, high and low scholarship groups were compared with reference to most of the same factors considered above.

The high scholarship group was found to be characterized by:

(a) superior college entrance record, (b) heavy course loads, (c) high "linguistic" aptitude, (d) poor "health adjustment".

The low scholarship group was found to be characterized by:

(a) short interval between high school and evening college, (b) inferior college entrance record, (c) light course loads, (d) low "linguistic" aptitude, (e) poor reading ability, (f) comparatively short working hours, (g) tendency to be aggressive rather than retiring, (h) poor emotional adjustment, and (i) poor total personal adjustment.

High and low scholarship groups were found not to differ appreciably with respect to: (a) age, (b) tenure of studies in the evening college,

(c) "quantitative" aptitude, (d) "gross" scholastic aptitude, (e) home adjustment, (f) occupational adjustment, (g) study habits, (h) income and (i) number of months required to pay tuition fees.

Most significant, in relation to achievement, are, according to this study of profiles, college entrance record, "linguistic" aptitude and size of course load.

### Conclusions

After consideration of the findings of these various approaches to the problem of understanding the influence of various factors on the achievement of evening college students we conclude that:

(a) The chief causes of student "mortality" or withdrawal during the academic year are interference of work, ill health, financial difficulty and removal from the city.

(b) The achievement of evening college students is at least equal, possibly superior, to that of day college students in the same courses and in the same college.

(c) Conditions favoring scholastic achievement in the evening college most certainly include these - a superior college entrance record and high "linguistic" aptitude. (As has been suggested, the former is significant probably because it represents the result of the influence of a combination of factors effective during the high school period and still effective in college. The significance of the latter might be explained by the premium placed on "linguistic" ability by the emphasis on verbalizing in class discussions and the tendency for instructors to rate highest the students who express themselves best,

not only in discussion but also on examinations, which are usually of the "essay" type. "Quantitative" aptitude and gross scholastic aptitude scores might be found to have a higher relationship to achievement if instructors were not influenced by expression and if objective type examinations were used, particularly in science courses.

(d) Conditions detrimental to achievement include - poor organization of time, fatigue, inferior college entrance record, low "linguistic" aptitude, poor reading ability, and maladjustment of personality.

(e) No single factor measured (with the possible exception of the average percentage on High School Leaving examinations) has a sufficiently high relationship to achievement to warrant its use as the sole measure of probable success.

(f) Motivation and other factors effective in the selection of the evening college student personnel are more important in relation to achievement than are age, the length of the interval between completion of high school and entrance to the evening college, or the number of courses taken in any one academic year.



## CHAPTER VI

### CONCLUSION

At the close of Chapter II we stated our thesis as follows: "The facilities in Canada for the formal college education of employed adults are few. The need for an increase in these facilities is great. Employed adults make good students. Expansion of educational opportunity for them is more than desirable; it may well be an important factor in the progress of the nation."

We have shown that while over 11,000 employed adults were following undergraduate or postgraduate studies for credit toward university degrees in thirty-one institutions of higher learning during the year 1938-39, the general attitude of many adult educationists is not in favour of "formal" extension courses for adults. Existing facilities favour teachers and clergymen almost exclusively. The need for expansion is in the evening college field so that adults employed in business and industry may have the opportunity of higher education.

One of the eight institutions in Canada which offer university studies in evening sessions was described in detail, indicating how feasible this form of organization is.

A detailed analysis of the characteristics of evening college students provides us with much material for understanding the nature and problems of the clientele of the evening college. It is most reassuring, too, in that it reveals aptitudes and abilities among adult students which are at least equal if not superior to those of regular session students.

Finally, in our study of the achievement of evening college students we have isolated certain factors related to successful study and others related to unsuccessful study. We have discovered that their achievement records are favourable, and have been able to correct several current misconceptions regarding the likelihood of good scholarship among adult students.

It is to be hoped that this small addition to the resources of adult education will help to increase the service of Canada's universities and colleges to a portion of their community now virtually neglected - the legion of employed adults who have both the desire and the qualifications for a college education.

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## APPENDIX

Samples of Questionnaires,  
Tests and Inventories used  
in obtaining data for this  
study.



1. Questionnaire for colleges and universities to determine the extent of facilities in Canada for the formal college education of employed adults.

FACILITIES in CANADA for the FORMAL COLLEGE EDUCATION of EMPLOYED ADULTS

Please complete, and return to E.F. Sheffield, Registrar, Sir George Williams College, 1441 Drummond Street, Montreal, Quebec.

Note: Definite terms such as "undergraduate," "graduate" and "degrees and diplomas" used below should be interpreted as they are used in the statistical tables of the Annual Survey of Education in Canada issued by the Education Branch, Dominion Bureau of Statistics. (For example, see Table 43B for use of "undergraduate" and "graduate," and Table 45A for classification of "degrees and diplomas.")

The information requested in section 2, below, would be included in the data you would list in Section I, Part C, columns 2 and 3, of your "Annual Report of Universities and Colleges" to the Dominion Bureau of Statistics - Education Branch.

The information requested in section 4 (2) & (3), below, would be included in the data you would list under Section V of the same "Annual Report."

1. Name of College or University .....

.....

2. Number of fully matriculated undergraduate and graduate students studying, in other than regular day sessions, for university credit or for degrees or diplomas during the academic year 1938-39:

a. By Correspondence (Extramural courses, Directed Reading, etc.) .....

b. In Summer Sessions (Summer Schools, etc.) - Summer, 1939 .....

c. In Evening Classes (including late afternoon and Saturday) .....

d. By other means, but not including regular winter day sessions

(Specify: .....)

Gross Total, 1938-39 .....

Less Duplicates .....

Net Total, 1938-39 .....

3. May employed adult students qualify for college or university degrees or diplomas:

a. Entirely by Correspondence? .....

b. Entirely by attendance at Summer Sessions? .....

c. Entirely by attendance at Evening Classes (as in 2c)? .....

d. Entirely by other means as specified in 2d above? .....

e. Only by some combination of a, b, c or d? (Indicate necessary combina-

tion by letters, e.g., "a & b") .....

f. Must they attend regular day sessions to complete their study for a

degree or diploma? .....

4. (1) In what major fields are the studies followed by students listed in section 2, above? (Arts, Science, Commerce, etc.) Indicate below.
- (2) In each field, what degrees and diplomas (if any) are available to employed adults not attending regular day sessions? Indicate below.
- (3) How many of each of these degrees and diplomas were awarded in 1939 to adults not attending regular day sessions? Indicate below.

(1) <u>Fields of Study</u> <u>for credit</u>	(2) <u>Degrees and Diplomas</u> <u>Offered</u>	(3) <u>No. Awarded</u> <u>1939</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

5. When returning this questionnaire, please enclose printed announcements, catalogues, calendars and other descriptive material, if available, which elaborate on the opportunities offered by your institution for the formal college education of employed adults.
6. This questionnaire has been mailed to the following colleges and universities. If you know of others in Canada which offer formal college education for employed adults, will you please enter their names in the spaces provided?

Acadia University	Collège des Dominicains d'Ottawa
St. Mary's College	University of Western Ontario
Mt. St. Vincent College	Waterloo College
Mt. Allison University	Queen's University
University of New Brunswick	McMaster University
Sir George Williams College	St. Patrick's College
University of Bishop's College	University of Toronto
McGill University	Emmanuel College, Toronto
United Theological College	Wycliffe College
U. de Montréal - Faculté des Lettres	Ontario Veterinary College
U. de Montréal - Faculté de Philosophie	Brandon College
Ecole des Hautes Etudes Commerciales	University of Saskatchewan
Institute pédagogique	St. Andrew's College
Ecole des Sciences Sociales,	University of Alberta
Economiques et Politiques	Mount Royal College
Collège Marguerite Bourgeoys	University of British Columbia
Université Laval	Victoria College
Université d'Ottawa	Union College of British Columbia
.....	.....
.....	.....

Official ..... Title ....., Date.....

2. Questionnaire for evening college students,  
Sir George Williams College.



QUESTIONNAIRE

FOR EVENING COLLEGE STUDENTS.

SIR GEORGE WILLIAMS COLLEGE.

Instructions and explanatory notes. This questionnaire, as are the others given to you in connection with the Evening College Survey, is intended to elicit information which may help the administration to discover the factors related to success in evening studies. Your answers will be treated in entire confidence and will not in any way be used either for you or against you in the assignment of grades on your courses. Please answer accurately every question which applies to you. Note that you are asked to record your Survey Number, not your name.

1. Your Survey Number \_\_\_\_\_ Date \_\_\_\_\_
2. Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_
3. Are you (1)married? \_\_\_\_\_ (2)engaged? \_\_\_\_\_ (3)going steady? \_\_\_\_\_  
(4)quite free? \_\_\_\_\_
4. What level of schooling did you attain before entering the Faculty of Arts, Science and Commerce of Sir George Williams College? \_\_\_\_\_  
\_\_\_\_\_
5. Counting from your first year of school, what is the total number of years of schooling you have spent in reaching this level? \_\_\_\_\_
6. In what language did you do this schooling? \_\_\_\_\_
7. What is the language spoken in your home? \_\_\_\_\_
8. Number of years' interval between completion of the above-mentioned schooling, and entrance to the Faculty of Arts, Science and Commerce \_\_\_\_\_
9. To what extent did you pursue purposeful reading or study in this interval? (1)Consistently \_\_\_\_\_ (2)some \_\_\_\_\_ (3)very little \_\_\_\_\_  
(4)none \_\_\_\_\_ Explain in general terms: \_\_\_\_\_  
\_\_\_\_\_
10. Have you taken any evening courses in this interval? \_\_\_\_\_  
If so, for how many years? \_\_\_\_\_

11. Indicate (in hours per week) the present distribution of your time in the following categories: (1)Work \_\_\_\_\_ (2)Classes \_\_\_\_\_ (3)Home Study \_\_\_\_\_ (4)Other major activity or activities (specify) \_\_\_\_\_
- 
- (5)Other leisure time (such as evenings in which you do as you please) not accounted for above \_\_\_\_\_ (6)Sleep \_\_\_\_\_ (7)Travel to and from the College \_\_\_\_\_ (Note: It is not expected that the hours you have entered above will agree with the total number of hours in a week.)
12. Do you allot yourself certain regular periods during each week for home study? \_\_\_\_\_ Do you keep to this schedule? \_\_\_\_\_
13. What are the conditions under which you do most of your home study? (1)Alone in a separate room \_\_\_\_\_ (2)Other people present, but quiet? \_\_\_\_\_ (3)Amidst noise and movement \_\_\_\_\_ (4)In the College library \_\_\_\_\_ (5)Other (specify) \_\_\_\_\_
- 
14. On evenings you have classes, where do you usually eat your supper? (1)Home \_\_\_\_\_ (2)Restaurant \_\_\_\_\_ (3)Lunch counter \_\_\_\_\_ (4)Go without \_\_\_\_\_ (5)Other (specify) \_\_\_\_\_
- 
15. How much time have you for this meal on class nights? \_\_\_\_\_
16. Do you participate in activities of the Evening Faculty Student Society? \_\_\_\_\_ If so, in what way? \_\_\_\_\_ How many hours per week does, or will, this take, on the average? \_\_\_\_\_
17. What is the degree of the relationship between your programme of studies and the nature of your work? (1)Direct relation \_\_\_\_\_ (2)Slight relation \_\_\_\_\_ (3)No relation \_\_\_\_\_

18. Is your aim in following these studies (1)Strictly vocational, i.e. for occupational advancement? \_\_\_\_\_ (2)Partly vocational, partly cultural or recreational? \_\_\_\_\_ (3)Wholly cultural or recreational? \_\_\_\_\_ (4)Other? (specify) \_\_\_\_\_
- 
19. If you checked (1) or (2) in question 18, above, do you wish (1)change your vocation? \_\_\_\_\_ (2)advance in your present vocation? \_\_\_\_\_ or (3)prepare for whatever opportunity may present? \_\_\_\_\_
- If you checked 19 (2), has your employer assured you of advancement on completing your course? \_\_\_\_\_
20. Have you a definite aim in life (regarding your career, etc.)? \_\_\_\_\_
- What is it? \_\_\_\_\_
- 
21. Are you registered (1)as an undergraduate, proceeding to a diploma or a degree? \_\_\_\_\_ or (2)as a partial student? \_\_\_\_\_
22. List all your present courses, indicate "L" (like), "I" (indifferent) or "D" (dislike) for each, and in a word or two, explain your attitude toward each.

[illegible]

23. List your courses again below and check under the appropriate heading, your rating of the instructor of each course. (You are again assured that your opinion will be kept anonymous.)

<u>Course(s)</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Comments (if any) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Do you feel that your course is suitable  
(1) to your abilities? \_\_\_\_\_  
(2) to your needs? \_\_\_\_\_

25. Whose wish is now predominantly responsible for your attendance at the  
College? Your own? \_\_\_\_\_ Your employer's? \_\_\_\_\_  
Your family's? \_\_\_\_\_ Other? (specify) \_\_\_\_\_  
\_\_\_\_\_

26. Does your employer show an interest in your studies? \_\_\_\_\_  
\_\_\_\_\_

27. Does your family show an interest in your studies? \_\_\_\_\_  
\_\_\_\_\_

28. What is your occupation? \_\_\_\_\_  
Your title, if any? \_\_\_\_\_  
What is the nature of your work? \_\_\_\_\_



29. Are your earnings paid as (1) salary? \_\_\_\_\_ (2) salary and commission? \_\_\_\_\_  
(3) commission? \_\_\_\_\_ (4) hourly wage? \_\_\_\_\_ (5) piece work? \_\_\_\_\_  
(6) other? (specify) \_\_\_\_\_
30. What are your average monthly earnings? \$ \_\_\_\_\_
31. Are you wholly self-supporting? \_\_\_\_\_
32. Do you live (1) with your parents? \_\_\_\_\_ (2) with your own family? \_\_\_\_\_  
(3) with friends? \_\_\_\_\_ (4) alone (boarding or rooming, etc.)? \_\_\_\_\_
33. At your home, have you a Telephone? \_\_\_\_\_ Radio? \_\_\_\_\_  
Automobile? \_\_\_\_\_ More than 100 books? \_\_\_\_\_ Two or more  
magazines every month? \_\_\_\_\_
34. How many people (other than yourself) are (1) wholly dependent upon your  
earnings? \_\_\_\_\_ (2) partially dependent? \_\_\_\_\_
35. After expenses have been met for shelter, food, clothing, dependents, and  
such necessities, how much per month have you for yourself (for education,  
entertainment, incidental personal expenditures, etc.)? \$ \_\_\_\_\_
36. How would you describe your financial position? (1) comfortable \_\_\_\_\_  
(2) just break even \_\_\_\_\_ (3) must struggle to keep out of debt \_\_\_\_\_  
\_\_\_\_\_ (4) in debt \_\_\_\_\_ (5) flat broke \_\_\_\_\_
37. Do you "budget" your income? \_\_\_\_\_ Do you live within your budget? \_\_\_\_\_
38. How are you financing your study at the College? (Check below the person or  
persons sharing in the payment of your fees) (1) Yourself \_\_\_\_\_  
(2) Your employer \_\_\_\_\_ (3) Your family \_\_\_\_\_  
(4) Other (specify) \_\_\_\_\_
39. What, in your opinion, are factors that may possibly militate against the  
success of evening college students in their studies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

40. Which, if any, of these apply to you? \_\_\_\_\_

41. The executive officers of the college are men trained and experienced in the counselling and guidance of adults. Would you care to consult any one of them regarding educational, vocational or personal matters? \_\_\_\_\_

You are free to do so at any time. If you wish, state briefly the nature of your problem. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The Adjustment Inventory, Adult Form,  
by Hugh M. Bell.

# THE ADJUSTMENT INVENTORY

## ADULT FORM

By HUGH M. BELL

Published by  
STANFORD UNIVERSITY PRESS  
Stanford University, California

NAME

SEX

OCCUPATION

MARRIED OR SINGLE

EDUCATION (HIGH-SCHOOL GRADUATE, ETC.)

DATE

### DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself. These questions have been carefully selected, and then given to a large number of persons. By comparing your answers with the answers of the group you will secure a more accurate notion of your own characteristics. The value of this to you will be in proportion to the care and honesty with which you answer each question.

Your answers to the questions will be treated in the strictest confidence. Therefore, feel free to give candid replies. There are no *right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?." Use the question mark *only* when you are certain that you cannot answer "Yes," or "No." There is no time limit; but work rapidly.

If you are not employed now, answer the occupational questions with reference to the last position which you held. Housewives who are not employed outside the home should omit the questions referring to working conditions.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			
e			



- 1a Yes No ? Does the place in which you live now in any way interfere with your obtaining the social life which you would like to enjoy?
- 2d Yes No ? Do you have ups and downs in mood without apparent cause?
- 3b Yes No ? Are you troubled occasionally by a skin disease or skin eruption such as athlete's foot, carbuncles or boils?
- 4c Yes No ? Do you feel self-conscious when you have to ask an employer for work?
- 5e Yes No ? Do you sometimes get badly flustered and "jittery" in your present job?
- 6b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 7a Yes No ? Do you feel that your present home environment allows you enough opportunity to develop your personality?
- 8c Yes No ? Do you like to participate in festival gatherings and lively parties?
- 9e Yes No ? Do you think you made the wrong selection of your occupation?
- 10d Yes No ? Have you ever been extremely afraid of something which you knew could do you no harm?
- 11a Yes No ? Is any member of your present home very nervous?
- 12e Yes No ? Does your present work allow you time off each year for some vacation?
- 13b Yes No ? Have you ever been anemic (lacking in red blood corpuscles)?
- 14d Yes No ? Do you worry too long over humiliating experiences?
- 15c Yes No ? Do you find it difficult to start a conversation with a stranger?
- 16a Yes No ? Did you disagree with your parents about the type of occupation you should enter?
- 17c Yes No ? Does it upset you considerably to have some one ask you to speak when you have had no time to prepare your talk?
- 18d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 19b Yes No ? Do you take cold rather easily from other people?
- 20e Yes No ? Do you think you must "play politics" to get promotion or an increase in pay in your present job?
- 21c Yes No ? Do you keep in the background on social occasions?
- 22a Yes No ? Have you had unpleasant disagreements over such matters as religion, politics, or sex with the person or persons with whom you live?
- 23d Yes No ? Do you get upset easily?
- 24b Yes No ? Do you find it necessary to watch your health carefully?
- 25a Yes No ? Has there ever been a divorce among any members of your immediate family?
- 26e Yes No ? Has your employer always treated you fairly?
- 27b Yes No ? Do you frequently come to your meals without really being hungry?
- 28d Yes No ? Are you often in a state of excitement?
- 29c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 30e Yes No ? Do you think that you have to work too long hours on your present job?
- 31a Yes No ? Have any of the members of your present home made you unhappy by criticizing your personal appearance?
- 32c Yes No ? Do you find that you tend to have a few close friends rather than many casual acquaintances?
- 33b Yes No ? Have you had an illness from which you feel that you have not completely recovered?
- 34d Yes No ? Does criticism disturb you greatly?
- 35a Yes No ? Are you happy and contented in your present home environment?
- 36e Yes No ? Would you like to secure some other job than the one you now hold?
- 37c Yes No ? Are you often the center of favorable attention at a party?
- 38b Yes No ? Do you frequently have shooting pains in the head?
- 39d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 40a Yes No ? Do you feel a lack of affection and love in your present home?
- 41e Yes No ? Do you have considerable difficulty in knowing just where you stand with your present employer?
- 42b Yes No ? Do you suffer from sinusitis or any obstruction in your breathing?
- 43d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 44c Yes No ? Do you make friends readily?
- 45e Yes No ? Do you feel that your present employer or boss holds a personal dislike or grudge toward you?
- 46a Yes No ? Do the person or persons with whom you now live understand you and sympathize with you?
- 47d Yes No ? Do you day-dream frequently?
- 48b Yes No ? Has any illness you have had resulted in a permanent injury to your health?
- 49e Yes No ? Do you have to work on your present job with certain people whom you dislike?
- 50c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around talking together?
- 51a Yes No ? Do you feel that your friends have happier home environments than you?
- 52c Yes No ? Do you often hesitate to speak out in a group lest you say and do the wrong thing?
- 53b Yes No ? Do you have difficulty in getting rid of a cold?
- 54d Yes No ? Do ideas often run through your head so that you cannot sleep?



- Yes No ? Does any person with whom you live now become angry at you very easily?
- Yes No ? Are you getting enough pay on your present job to support those who are dependent upon you?
- Yes No ? Are you troubled with too high or too low blood pressure?
- Yes No ? Do you worry over possible misfortunes?
- Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- Yes No ? Is your present boss or employer an individual whom you feel you can always trust?
- Yes No ? Are you subject to hay fever or asthma?
- Yes No ? Are the members of your present home congenial and well-suited to each other?
- Yes No ? At a reception or a tea do you seek to meet the important person present?
- Yes No ? Do you feel that your employer is paying you a fair salary?
- Yes No ? Are your feelings easily hurt?
- Yes No ? Are you troubled much with constipation?
- Yes No ? Do you dislike intensely certain people with whom you live now?
- Yes No ? Are you sometimes the leader at a social affair?
- Yes No ? Do you like all the people with whom you work on your present job?
- Yes No ? Are you bothered by the feeling that things are not real?
- Yes No ? Do you occasionally have conflicting moods of love and hate for members of your immediate family?
- Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire but with whom you are not well acquainted?
- Yes No ? Do you frequently experience nausea or vomiting or diarrhea?
- Yes No ? Do you blush easily?
- Yes No ? Have the actions of any person with whom you now live frequently caused you to feel blue and depressed?
- Yes No ? Have you frequently changed jobs during the last five years?
- Yes No ? Do you ever cross the street to avoid meeting somebody?
- Yes No ? Are you subject to tonsillitis or other throat ailments?
- Yes No ? Do you often feel self-conscious because of your personal appearance?
- Yes No ? Does your present job fatigue you greatly?
- Yes No ? Is the home where you live now often in a state of turmoil and dissension?
- Yes No ? Do you consider yourself rather a nervous person?
- Yes No ? Do you greatly enjoy social dancing?
- Yes No ? Are you subject to attacks of indigestion?
- Yes No ? Did either of your parents frequently find fault with your conduct when you lived with them?
- Yes No ? Do you feel that you have adequate opportunities to express your own ideas in your present job?
- Yes No ? Do you find it very difficult to speak in public?
- Yes No ? Do you feel tired most of the time?
- Yes No ? Is the pay in your present work so low that you worry lest you be unable to meet your financial obligations?
- Yes No ? Are you troubled with feelings of inferiority?
- Yes No ? Do the personal habits of some of the people with whom you now live irritate you?
- Yes No ? Do you often feel just miserable?
- Yes No ? Has it been necessary for you to have frequent medical attention?
- Yes No ? Have you had a number of experiences in appearing before public gatherings?
- Yes No ? Have you been able to get the promotions you desire in your present job?
- Yes No ? Does any member of your present home try to dominate you?
- Yes No ? Do you often feel fatigued when you get up in the morning?
- Yes No ? Do any of the people with whom you work have personal habits and characteristics which irritate you?
- Yes No ? When you are a guest at an important dinner do you do without something rather than ask to have it passed to you?
- Yes No ? Does it frighten you to be alone in the dark?
- Yes No ? Did your parents tend to supervise you too closely when you lived with them?
- Yes No ? Have you found it easy to make friendly contacts with members of the opposite sex?
- Yes No ? Are you considerably underweight?
- Yes No ? Does your present job force you to hurry a great deal?
- Yes No ? Have you ever, when you were on a high place, been afraid that you might jump off?
- Yes No ? Do you find it easy to get along with the person or persons with whom you live now?
- Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- Yes No ? Do you frequently have spells of dizziness?
- Yes No ? Are you often sorry for the things you do?
- Yes No ? Does your present employer or boss take all the credit for a piece of work which you have done yourself?



- 111a Yes No ? Do you have frequent disagreements with the individual or individuals where you live now concerning the way things are to be done about the house?
- 112d Yes No ? Do you get discouraged easily?
- 113b Yes No ? Have you had considerable illness during the last ten years?
- 114c Yes No ? Have you had experience in making plans for and directing the actions of other people such as committee chairman, leader of a group, etc.?
- 115e Yes No ? Do you feel that you are just a cog in an inhuman machine in your present job?
- 116a Yes No ? Does any person in the place you now live frequently object to the companions and friends with whom you like to associate?
- 117b Yes No ? Are you subject to attacks of influenza?
- 118e Yes No ? Does your present employer or boss praise you for work which you do well?
- 119c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 120d Yes No ? Have you frequently been depressed because of the unkind things others have said about you?
- 121a Yes No ? Are any of the members of your present household very easily irritated?
- 122b Yes No ? Do you have many colds?
- 123d Yes No ? Are you easily frightened by lightning?
- 124c Yes No ? Are you troubled with shyness?
- 125e Yes No ? Did you enter your present job because you yourself really wanted to go into it?
- 126b Yes No ? Have you ever had a major surgical operation?
- 127a Yes No ? At home did your parents frequently object to the kind of companions you went around with?
- 128c Yes No ? Do you find it easy to ask others for help?
- 129e Yes No ? Do you get discouraged in your present work?
- 130d Yes No ? Do things often go wrong for you from no fault of your own?
- 131a Yes No ? Would you like very much to move from the place where you now live so that you might have more personal independence?
- 132c Yes No ? When you want something from a person with whom you are not very well acquainted, would you prefer to write a note or letter to the individual than go and ask him or her personally?
- 133b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 134d Yes No ? Do you dread the sight of a snake?
- 135e Yes No ? Do you feel that your work is supervised by too many different bosses?
- 136b Yes No ? Have you lost considerable weight recently?
- 137a Yes No ? Does the lack of money tend to make your present home life unhappy?
- 138c Yes No ? Would it be difficult for you to give an oral report before a group of people?
- 139e Yes No ? Is your present job very monotonous?
- 140d Yes No ? Are you easily moved to tears?
- 141b Yes No ? Do you frequently feel very tired toward the end of the day?
- 142a Yes No ? When you lived with your parents did either of them frequently criticize you unjustly?
- 143d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 144c Yes No ? Do you feel embarrassed when you have to enter a public assembly by yourself after everyone else has been seated?
- 145e Yes No ? Do you find that you have very little real interest in your present job?
- 146b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 147a Yes No ? Is there anyone at the place where you live now who insists on your obeying him or her regardless whether or not the request is reasonable?
- 148c Yes No ? Did you ever take the lead to enliven a dull party?
- 149e Yes No ? Do you feel that your immediate superior or boss lacks sympathy and understanding in dealing with you as an employee?
- 150d Yes No ? Do you often feel lonesome even when you are with people?
- 151a Yes No ? As a youth did you ever have a strong desire to run away from home?
- 152b Yes No ? Do you have many headaches?
- 153d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 154c Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 155e Yes No ? Do you sometimes feel that your employer does not show real appreciation of your attempts to do your job in a superior manner?
- 156b Yes No ? Have you ever had scarlet fever or diphtheria?
- 157a Yes No ? Do you sometimes feel that you have been a disappointment to your parents?
- 158c Yes No ? Do you take responsibility for introducing people at a party?
- 159e Yes No ? Do you experience a fear of losing your present job?
- 160d Yes No ? Do you frequently have spells of the blues?

4. American Council on Education Psychological Examination for College Freshmen.



AMERICAN COUNCIL ON EDUCATION

# Psychological Examination

For College Freshmen

Prepared by L. L. Thurstone and Thelma Gwinn Thurstone  
The University of Chicago



	Score	Percentile
Arithmetic.....		
Analogies.....		
Number Series.....		
Q-SCORE.....		
Completion.....		
Artificial Language.....		
Same-Opposite.....		
L-SCORE.....		
GROSS SCORE.....		

Name.....

(Last Name)

(Given name or initials)

.....

.....

.....

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## General Instructions

This examination is different from the ordinary school examination to which you have been accustomed. The plan for each of these tests is as follows. First, you are given detailed *instructions* about the test, so that you know just what you are expected to do. Then you have some *practice problems*. Then you go to the *test proper*. This is the procedure for each of the six tests in this examination. The total examination requires an hour.

There are six tests in this examination. They represent a variety of tasks. The first three involve thinking of a quantitative sort, while the last three require more linguistic ability. If you find one test hard, do not be discouraged. You may find the next test easier. But you should do your best on all the tests.

People differ markedly in the speed with which they can do these different tests. The tests are long enough to keep everyone busy for the whole time, and you are not expected to complete the tests in the time allowed. By noting how many questions you can answer in a certain length of time we can determine your speed on each kind of test. You must begin to work on a test promptly when the examiner calls the starting time and stop immediately when he says: "Stop." Under no circumstances may any student begin a test until the starting signal for that particular test has been given. No student may turn back to a test after the time for it has expired. Each test must be worked on during, and only during, the specified time as announced by the examiner in charge.

*No scratch paper* is allowed in any of these tests.

You will record your answers in this test in a special manner. Instead of writing down your answers in the usual manner, you will record each of your answers by making a black pencil mark between a pair of lines. The following question and answer illustrate the manner of recording an answer.

George Washington was

Secretary of State =, Governor =, President of the United States —, Senator =, A member of the Congress =.

The correct answer has been marked by filling in the space between a pair of lines.

Another example is given below.

A word which means the opposite of *cold* is

weather	north	stove	hot	frozen
=	=	=	—	=

Here also the correct answer has been indicated by filling in the space between a pair of lines.

For each question in this examination, find the pair of lines that corresponds to the answer you want to give. Indicate your answer with a *solid black pencil mark* drawn between the two lines. Solid black marks are made by going over each mark two or three times and by pressing firmly on your pencil. Use *only a black pencil* and not, under any circumstances, a colored pencil or a pen.

Make your marks as long as the lines.

If you change your answer, erase your first mark completely.

Make no unnecessary marks in or around the lines.

In doing these tests you are to work on only one page at a time. Do not spread the pamphlet like a book with two pages visible. You are to fold the pages back so that *only one page is visible*, namely, the page you are working on.

*Wait until the examiner gives the starting signal for the first set of practice problems.*



# Arithmetic

In this test you will be given some problems in arithmetic. After each problem there are five answers, but only one of them is the correct answer. Solve each problem and mark the correct answer. The following problem is an example.

How many pencils can you buy for 50 cents at the rate of 2 for 5 cents?

10 :::: 25 :::: 125 :::: 100 :::: 20 ~~----~~

The correct answer is 20, and therefore this answer has been marked.

Mark the correct answer to the following problem:

If James had 4 times as much money as George, he would have \$16. How much money has George?

\$4.00 :::: \$8.00 :::: \$12.00 :::: \$16.00 :::: \$64.00 ::::

You should have marked \$4.00.

Mark the answers to the following problems:

In 5 days Harry has saved a dollar. What has his average daily saving been?

20¢ ::::  $22\frac{1}{2}$ ¢ :::: 25¢ :::: 30¢ :::: 40¢ ::::

A watch lost 1 minute 18 seconds in 39 days. How many seconds did it lose per day?

2 ::::  $2\frac{1}{2}$  :::: 5 ::::  $7\frac{1}{2}$  :::: 10 ::::

John sold 4 magazines at 5 cents each. He kept  $\frac{1}{2}$  the money and with the other  $\frac{1}{2}$  he bought papers at 2 cents each. How many did he buy?

3 :::: 4 :::: 5 :::: 6 :::: 10 ::::

When the signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly and accurately. Your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

**Stop here. Wait for further instructions.**

Mark the correct answer for each problem below.

Sam had 12 marbles. He found 3 more and then gave 6 to George. How many did Sam have left?

3::: 6::: 9::: 12::: 15:::

How many minutes are there between half past one and quarter past two o'clock?

15::: 30::: 45::: 60::: 75:::

Lemons sell at 3 for 10 cents. How much will  $1\frac{1}{2}$  dozens cost?

30¢::: 40¢::: 45¢::: 50¢::: 60¢:::

If a strip of cloth 24 inches long will shrink to 22 inches when washed, how many inches long will a 36-inch strip be after shrinking?

30:::  $31\frac{1}{2}$ ::: 32::: 33::: 34:::

Bob bought a fishline 7 yards 2 feet long. How many feet is this?

16::: 21::: 23::: 30::: 86:::

I noticed that our car had gone 8 miles in 15 minutes. How many miles an hour was it going?

16::: 24::: 32::: 40::: 48:::

How many one-inch cubes can be placed in a box 4 inches wide, 6 inches long, and 2 inches deep?

8::: 12::: 24::: 48::: 96:::

After serving 6 people from a gallon of ice cream,  $\frac{3}{4}$  of it remained. At this rate, how many more people can be served?

12::: 15::: 18::: 24::: 30:::

If a fowl loses  $\frac{1}{3}$  in dressing, how many pounds of undressed fowl will be necessary to dress 9 pounds?

$12\frac{1}{2}$ :::  $13\frac{1}{2}$ ::: 14::: 15::: 18:::

If Frank can ride a bicycle 300 feet while George runs 200 feet, how many feet can Frank ride while George runs 200 feet?

Our school baseball team lost 9 games. This was  $\frac{3}{8}$  of all they played. How many games all together did the team play?

9::: 12::: 17::: 24::: 27:::

A large box contains 3 small boxes, and in each of these small boxes there are 4 tiny boxes. How many boxes are there altogether?

4::: 8::: 12::: 15::: 16:::

The selling price of a certain book is  $\frac{5}{4}$  of its cost. What is its cost if it sells for \$1.50?

90¢::: \$1.00::: \$1.20::: \$1.25::: \$1.80:::

How many times must a man shoot at a target to register 100 hits, supposing that he hits in 40% of the trials?

125::: 150::: 200::: 250::: 400:::

Two men caught 60 trout. A caught four times as many as B. How many trout did B catch?

12::: 24::: 30::: 36::: 48:::

A man bought land for \$100. He sold it for \$120, gaining \$4 an acre. How many acres were there?

1::: 2::: 4::: 5::: 10:::

If 2 pounds of candy cost \$1.20, what would  $\frac{1}{2}$  pound cost at the same rate?

30¢::: 45¢::: 60¢::: 90¢::: \$2.40:::

A quart of onion sets will plant a row 100 feet long. How many quarts will plant 10 rows each 25 feet long?

2:::  $2\frac{1}{2}$ ::: 5:::  $7\frac{1}{2}$ ::: 10:::

William is 6 years old, and his sister is twice as old. When William is 9, what will be the age of his sister?

9::: 12::: 15::: 18::: 21:::

Robert had a score of 85% right in a set of 20 examples. How many examples did he solve incorrectly?





In each line below find the rule by which the first figure is changed to make the second. Apply the rule to the third figure. Mark the resulting figure at the right.





# Number Series

The numbers in each row of this test follow one another according to some rule. You are to find the rule.

In the problem below each number can be obtained from the one before it by the rule: *add 2*. The number at X should be 12. Therefore a mark has been made under 12 in the answers.

Problems	Answers
2   4   6   8   10   X	<u>9</u> <u>10</u> <u>11</u> <u>12</u> <u>13</u>

Find the rule in the problem below and mark one of the answers.

10   8   11   --   12   10   X	<u>9</u> <u>10</u> <u>11</u> <u>12</u> <u>13</u>
--------------------------------	--

The above series goes by alternate steps of subtracting 2 and adding 3. You should have marked 13 in the answers. Two numbers in the series are missing. One missing number is indicated by a blank. The other missing number is indicated by the X at the end of the series. It is the value of X in each row which you are to mark.

Find the rule in each series below and mark one answer in each row. There is a different rule for each line. Go right ahead. Do not wait for any signal.

19   18   17   --   15   14   X	<u>12</u> <u>13</u> <u>14</u> <u>15</u> <u>16</u>
8   11   14   --   20   X	<u>10</u> <u>12</u> <u>15</u> <u>17</u> <u>23</u>
27   --   23   23   19   19   X	<u>15</u> <u>16</u> <u>17</u> <u>18</u> <u>19</u>
16   17   19   --   22   23   X	<u>18</u> <u>20</u> <u>22</u> <u>24</u> <u>25</u>

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

Stop here. Wait for further instructions.

Find the rule in each problem below and mark one answer in each row.

15	--	25	30	--	40	45	X	<u>42</u>	<u>44</u>	<u>46</u>	<u>48</u>	<u>50</u>
98	87	76	65	--	--	X		<u>21</u>	<u>23</u>	<u>31</u>	<u>32</u>	<u>34</u>
17	20	--	--	29	32	X		<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>
19	22	20	23	21	--	--	25	<u>21</u>	<u>23</u>	<u>25</u>	<u>27</u>	<u>28</u>
6	9	18	21	42	45	--	--	<u>96</u>	<u>99</u>	<u>180</u>	<u>183</u>	<u>186</u>
8	9	--	13	16	17	--	X	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
1	--	4	--	16	32	X		<u>40</u>	<u>48</u>	<u>56</u>	<u>64</u>	<u>72</u>
78	76	38	--	18	16	8	X	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
9	12	8	--	13	9	11	14	<u>10</u>	<u>11</u>	<u>12</u>	<u>16</u>	<u>17</u>
3	6	8	16	--	36	38	--	<u>40</u>	<u>48</u>	<u>66</u>	<u>78</u>	<u>80</u>
72	81	27	36	--	21	7	X	<u>2</u>	<u>5</u>	<u>9</u>	<u>16</u>	<u>24</u>
7	10	9	12	11	--	--	X	<u>12</u>	<u>14</u>	<u>16</u>	<u>18</u>	<u>20</u>
4	8	6	--	10	--	18	36	<u>32</u>	<u>34</u>	<u>38</u>	<u>68</u>	<u>72</u>
31	24	18	--	9	6	4	X	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

19	20	--	17	18	20	15	16	X	<u>11</u>	<u>17</u>	<u>18</u>	<u>20</u>	<u>23</u>	
16	17	15	18	14	--	13	20	X	<u>10</u>	<u>12</u>	<u>14</u>	<u>16</u>	<u>18</u>	
3	2	5	6	5	--	9	8	X	<u>4</u>	<u>7</u>	<u>9</u>	<u>11</u>	<u>12</u>	
16	20	--	30	36	42	49	--	X	<u>63</u>	<u>64</u>	<u>65</u>	<u>66</u>	<u>67</u>	
4	2	6	--	8	24	28	--	X	<u>30</u>	<u>78</u>	<u>82</u>	<u>88</u>	<u>96</u>	
40	42	21	--	8	12	3	X		<u>1</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
18	20	--	--	16	22	15	X		<u>8</u>	<u>17</u>	<u>21</u>	<u>23</u>	<u>30</u>	
37	31	26	--	--	13	10	7	X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
35	42	--	12	3	6	3	X		<u>0</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>10</u>	
12	24	27	--	--	21	7	14	X	<u>11</u>	<u>17</u>	<u>22</u>	<u>28</u>	<u>33</u>	
4	5	7	4	--	--	7	14	X	<u>11</u>	<u>15</u>	<u>16</u>	<u>21</u>	<u>22</u>	
8	15	90	--	22	66	33	X		<u>21</u>	<u>29</u>	<u>34</u>	<u>38</u>	<u>40</u>	
41	37	38	--	--	16	8	4	X	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>5</u>	
7	4	12	15	--	--	6	9	3	X	<u>0</u>	<u>1</u>	<u>5</u>	<u>6</u>	<u>9</u>



# Completion

The following sentence has a word missing at the place indicated by the parentheses. You are to think of the word that best completes the meaning of the sentence. The number in parentheses is the number of letters in the missing word.

A (4) is a contest of speed. ....

B :::: F :::: M :::: P :::: R ~~::::~~

The missing word is *race*. The number in the parentheses is the number of letters in the missing word. The letter *R* has been marked because it is the first letter in the missing word.

Do the following example:

A (9) is a place or building for athletic exercises. . . . .

C :::: D :::: G :::: H :::: T ::::

You should mark *G* because it is the first letter in the missing word *gymnasium*. This word has nine letters and it completes the sentence.

Do the following examples in the same way:

A (5) is an organized company of singers in church service. ....

B :::: C :::: D :::: F :::: G ::::

The thin cutting part of an instrument, as of a knife or sword, is called its (5). ....

A :::: B :::: E :::: H :::: W ::::

A mark made with a hot iron, as to indicate ownership, quality, etc., is called a (5).

B :::: L :::: P :::: S :::: V ::::

An (7) is the commander in chief of a navy. ....

U :::: O :::: I :::: E :::: A ::::

A (3) is a small or portable bed, as of canvas stretched on a frame. ....

T :::: N :::: H :::: C :::: B ::::

When the starting signal is given (not yet), turn the page and work more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

**Stop here. Wait for further instructions.**

Think of the missing word in each sentence below. Then mark the first letter of that word.

A (7) is a character dress such as is worn at fancy balls, etc.

B : : : : C : : : : D : : : : F : : : : G : : : :

By (10) is meant the hue of the skin, especially of the face.

C : : : : H : : : : L : : : : P : : : : S : : : :

A (7) is an edifice for dramatic performances.

D : : : : G : : : : M : : : : T : : : : W : : : :

A (6) is a small pool of dirty water.

G : : : : H : : : : P : : : : S : : : : V : : : :

An (10) is one who prepares and sells drugs for medicinal use.

A : : : : E : : : : I : : : : O : : : : U : : : :

A (6) is an official enumeration of the population of a country or city, etc.

B : : : : C : : : : D : : : : P : : : : T : : : :

The (9) is an instrument for determining the weight or pressure of the atmosphere.

B : : : : G : : : : K : : : : R : : : : T : : : :

A (7) is one who travels to some holy place as a devotee.

C : : : : F : : : : H : : : : M : : : : P : : : :

A (5) is a fictitious narrative enforcing some useful truth.

C : : : : D : : : : F : : : : T : : : : W : : : :

A (7) is a small flask used by soldiers for carrying liquid.

B : : : : C : : : : J : : : : P : : : : R : : : :

Any of the ten symbols expressing number is a (5)

C : : : : D : : : : M : : : : P : : : : S : : : :

By (8) is meant the atrocious killing of a large number of persons.

A : : : : K : : : : M : : : : S : : : : Z : : : :

A (9) is a very steep or overhanging place, as the face of a cliff.

B : : : : H : : : : L : : : : P : : : : S : : : :

The (7) is the man appointed to kill the bull in bull fights.

M : : : : Q : : : : S : : : : T : : : : Y : : : :

A (6) is an artistic dance performed as a theatrical entertainment.

B : : : : H : : : : L : : : : M : : : : W : : : :

A (8) is one to whom money is due.

B : : : : C : : : : M : : : : R : : : : S : : : :

(4) is high reputation or renown.

A : : : : C : : : : F : : : : G : : : : R : : : :

A period of a thousand years is a (10).

B : : : : D : : : : F : : : : L : : : : M : : : :

Something designed or used for play or diversion is a (3).

N : : : : R : : : : S : : : : T : : : : Y : : : :

A (7) is a small shrill flute.

F : : : : H : : : : J : : : : M : : : : P : : : :

A person, animal, or thing supposed to bring good luck is a (6).

C : : : : D : : : : M : : : : R : : : : Z : : : :

A (9) is an instrument for reproducing sounds at a distance.

L : : : : N : : : : R : : : : S : : : : T : : : :

A (10) is a shallow one-headed drum with jingles at the sides.

B : : : : D : : : : T : : : : V : : : : W : : : :

A (8) is a hall or passageway connecting several apartments.

C : : : : H : : : : J : : : : K : : : : N : : : :

Sovereign states united by a treaty or league are called (6).

A : : : : B : : : : C : : : : D : : : : E : : : :

A native lump of a precious metal is a (6).

G : : : : K : : : : L : : : : N : : : : R : : : :

A (13) is a large, destructive fire.

C : : : : F : : : : G : : : : T : : : : V : : : :

A (13) is any of the various arbitrary groups of fixed stars

B : : : : C : : : : F : : : : S : : : : W : : : :

By (7) is meant the first letter of the



# Artificial Language

Read the vocabulary and rules of the artificial language given below. Do not try to memorize the vocabulary or forms but consult them freely while translating the sentences below. The vocabulary and rules will be repeated on the next page also. They do not need to be memorized.

## VOCABULARY

I.....	po	is.....	dorthu
me.....	poga	decide.....	nelvu
he.....	mo	impress.....	landu
him.....	moga	agree.....	hardu
that.....	fer	express.....	tursu

## RULES

## EXAMPLES

PLURALS: Add "be." Only nouns and pronouns have plurals.  
 PAST TIME: Place "ki" before the verb.  
 FUTURE TIME: Place "ra" before the verb.  
 NOUNS: Substitute "ap" for "u" ending of verb.  
 ADJECTIVES: Substitute "os" for "u" ending of verb.  
 ADVERBS: Substitute "il" for "u" ending of verb.

we.....pobe  
 agreed.....kihardu  
 will agree.....rahardu  
 agreement.....hardap  
 agreeable.....hardos  
 agreeably.....hardil

The first word in the sentence below is marked to show that it is *incorrectly* translated. "Mo" is not the translation of "They." The other two words are correctly translated, so they have not been marked. Only incorrect translations are to be marked.

They	were	agreeable
Mo	kidorthu	hardos
.....	.....	.....

Now look at the sentence below and mark the words that are incorrectly translated.

That	was	impressive
Mo	kidorthu	landap
.....	.....	.....

You should have marked the first and third words.

In the sentences below mark the words that are incorrectly translated.

Agreement	is	decision
Hardosbe	landu	nelvap
.....	.....	.....
Nelvap	kidorthu	hardos
Decision	was	agreeable
.....	.....	.....
He	agrees	impressively
Mobe	hardu	landos
.....	.....	.....

Stop here. Wait for further instructions.

Do not try to memorize the vocabulary or rules but consult them freely while translating the sentences below.

## VOCABULARY

I . . . . .po	is . . . . .dorthu
me . . . . .poga	agree . . . . .hardu
he . . . . .mo	decide . . . . .nelvu
him . . . . .moga	impress . . . . .landu
that . . . . .fer	express . . . . .tursu

## PLURALS:

## PAST TIME:

## FUTURE TIME:

## NOUNS:

## ADJECTIVES:

## ADVERBS:

Add "be." Only nouns and pronouns have plurals.

Place "ki" before the verb.

Place "ra" before the verb.

Substitute "ap" for "u" ending of verb.

Substitute "os" for "u" ending of verb.

Substitute "il" for "u" ending of verb.

## EXAMPLES

we . . . . .pobe
agreed . . . . .kihardu
will agree . . . . .rahardu
agreement . . . . .hardap
agreeable . . . . .hardos
agreeably . . . . .hardil

Mark every word incorrectly translated in the sentences below.

He is agreeable  
Mo dorthu hardil

Pobe kinelvu fer  
We shall decide that

That was impressive  
Mo kidorthu landap

Po kilandu mogabe  
I impressed them

He will impress me  
Mo ranelvu po

Fer tursu nelvapbe  
He expresses decisions

Mobe dorthu hardos

Fer tursap landu  
Decision impresses me

He decided agreement  
Mo kinelvu hardos

Fer kidorthu landos  
Those are impressive

Nelvap landu poga  
That expression impresses

Fer kidorthu hardos  
Those are agreeable

We expressed decisions  
Pobe kitursu nelvap

Nelvap dorthu hardos

Mobe rahardu nelvil  
They will agree decisively

Decision is expressive  
Nelvap dorthos tursil

Pobe ratursu nelvap  
We shall express decision

Decision was agreeable  
Nelvap dorthu hardos

Mo ralandu pogabe  
He impresses us

Landap radorthu nelvos  
Impressions are decisive

He agreed decisively

They are decisive  
Mogabe dorthu nelvap

Fer tursu hardap  
Decision expresses agreement

Agreement is decisive  
Nelvap dorthu nelvu

He agrees impressively  
Mobe hardu landos

Nelvap dorthu tursos  
Decision is expression

Mo kidorthu hardos  
He was agreeable

Expression is decisive



## Same or Opposite

The first word in the following line is "many."

many	ill .....	<u>few</u> .....	down .....	sour .....
------	--------------	---------------------	---------------	---------------

One of the other words means either the *same* as or the *opposite* of "many." The word "few" has been marked because it is the opposite of "many."

The first word in the following line is "ancient." Mark one of the other words that means the same as or the opposite of "ancient."

ancient	dry .....	long .....	happy .....	old .....
---------	--------------	---------------	----------------	--------------

You should have marked "old" because it means the same as "ancient."

In each of the following lines mark the word that means the *same* as or the *opposite* of the first word.

deep	blue .....	shallow .....	tense .....	watery .....
awkward	clumsy .....	loyal .....	passive .....	young .....
hot	dry .....	cooked .....	red .....	cold .....

When the starting signal is given (not yet), turn the page and mark more problems of the same kind. Work rapidly because your rating will be the total number of correct answers. You may not be able to finish in the time allowed.

**Stop here. Wait for further instructions.**

In each row of five words below, mark the word which is the *same* in meaning or *opposite* in meaning to the first word in that row.

gay	last	long	happy	mild
cowardly	buoyant	brave	boyish	callous
quick	hasty	young	poor	quiet
recent	timely	indecent	ancient	again
many	ill	few	first	down

guilty	pungent	innocent	crumpled	garish
elderly	brotherly	drab	bashful	youthful
fictitious	federal	ministerial	forlorn	true
deft	awkward	passive	loyal	dirty
remote	inimical	distended	sparse	near

analogous	similar	illogical	molar	acid
grimy	stern	clean	gaudy	colorful
jolly	bearded	judicial	gay	holy
exalted	lowly	excited	plump	exact
ferocious	mild	felicitous	petulant	fervent

deficient	peculiar	constant	dreary	wanting
adverse	random	hostile	rancid	avid
active	acidulous	elusive	actual	passive
ventral	central	lateral	dorsal	parallel
saline	feline	salty	linear	supple

fatigued	hasty	renew	fanatic	refreshed
defensive	pensive	offensive	valid	depressed
customary	curt	humane	usual	casual
domestic	disgruntled	foreign	piquant	rival

domineering	divine	dolorous	tyrannical	tympanic
deductive	seductive	productive	reductive	inductive
original	oral	copied	derelict	center
essential	classical	ethereal	superfluous	disarming
discreet	redolent	mauve	imprudent	pertinent

intricate	tepid	caustic	intrinsic	complex
flexible	canine	feline	caustic	rigid
frigid	urbane	fictile	fierce	torrid
abject	acid	forlorn	frugal	young
genteel	wealthy	polite	ignorant	clever

genial	greedy	cordial	efficient	intense
urban	senile	ultimate	rural	septic
demented	grievous	sorry	delinquent	mad
legible	illegal	ineligible	readable	essential
firm	spurious	fictile	loose	feudal

migratory	obscure	moderate	stationary	defensible
opaque	academic	transparent	obsolete	earnest
obtuse	aromatic	odious	acute	occult
lustrous	famous	lustful	glossy	hilarious
blithe	pink	billowy	calm	cheerful

capricious	frugal	callous	medicinal	whimsical
awkward	rancid	hostile	random	adroit
famous	fluvial	renewed	faithful	renowned
manifest	incessant	evident	manifold	lavish

5. Whipple's High-School and College Reading  
Test, Form A.



WHIPPLE'S HIGH-SCHOOL AND COLLEGE  
READING TEST  
FORM A

Name.....

Date.....

Age.....

School.....

Class: Fr So Ju Se

DON'T OPEN OR EXAMINE UNTIL TOLD  
TO DO SO

INSTRUCTIONS

1. This is a test of rate and comprehension in reading. Its object is to determine how rapidly you read and comprehend material such as you encounter in your daily work.

2. When the signal 'begin' is given, you are to open this paper and read to yourself the passage printed on the following pages.

3. Read as fast as you can and understand, but don't skip or skim. On the other hand, don't stop to study or memorize; this is not a memory test.

4. Inserted in the material to be read are numerous questions or directions. Answer these questions or carry out these directions as you come to them. Do as much as you can in the ten minutes allowed.

WAIT FOR THE SIGNAL TO TURN THIS PAGE



WHIPPLE'S HIGH-SCHOOL AND COLLEGE  
READING TEST

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1. This is a test of your reading ability. Its object is to determine how rapidly you can read and comprehend material such as you encounter in your daily work.
2. When the signal "begin" is given, you are to open this paper and read to yourself the passage printed on the following pages.
3. Read as fast as you can and understand, but don't skip or skip. On the other hand, don't stop to study the instructions; this is not a study test.
4. Inserted in the material to be read are numerous questions or directions. Answer these questions or carry out these directions as you come to them. Do as much as you can in the time allowed.

WAIT FOR THE SIGNAL TO TURN THIS PAGE

## THE LEAGUE ASSEMBLY

*Read this straight through and do what it says to do.*

Austria and Bulgaria, enemy nations, with Luxembourg, Finland, Albania, and Costa Rica, were admitted to membership in the League. Nicaragua and Honduras became members during the session, but too late to send delegates. Thus, when the session ended, forty-nine nations constituted the membership of the League of Nations—the United States, Russia, and Germany being the important nations outside the League. Write on the margin opposite this line the number of nations that were members at the end of the session. The absence of the United States was deplored on many occasions during the session, and it was often declared that the League was willing to support almost any change which this country might demand. During the deliberations, lasting five weeks, five continents came together on a common ground, compared notes, and tried to solve the same problems. Men of real worth and political standing in their own governments buried what animosities they might have had, and it is a matter of record that the session proceeded from day to day without virulent recriminations. Underline the two words that tell how long the Assembly was in session.

Lord Robert Cecil, who is generally recognized as the foremost British advocate of the League, nevertheless was not chosen as delegate by England, but represented South Africa against the wishes of the Lloyd George régime and over the protests of France. Lord Robert, by his earnest defense of the rights of small nations, early justified the belief that he was to be the stormy petrel of the session when he led a spirited fight for publicity of the proceedings of the Assembly's six commissions. (An Italian also urged

*Continue on the following page*

the same policy. Underline his name when you come to it.) Arrayed against him, according to reports, were "the old-school diplomats of Europe," who rushed through a rule providing that "unless the Commission decides otherwise the meetings will be private, and no minutes will be kept." This in spite of the fact that Signor Tittoni, of Italy, had said only the day before that "the only way for the League to endure was through full publicity." Lord Robert's motion that meetings should be public except when the Commission should give good reason why they should be private was defeated, however. If you think that this paragraph suggests that the sessions were not quite so amicable as the first paragraph implies, write 'no' on the margin. Otherwise write 'same.' When you have done that, underline those of the following words that properly characterize the attitude of Lord Robert Cecil: compromising, democratic, domineering, earnest, pacific.

The chairman of the Assembly at the opening was Paul Hymans, of Belgium, who afterward was elected permanent president. Before the League had been in session three days a struggle began between the smaller nations, who sought to increase in League power, and the Great Powers, who wished to keep control of the League. This strife continued to the end, though not always openly, yet the Great Powers yielded scarcely an iota of their control. If the attitude of the more powerful nations strikes you as altruistic, underline the name of the chairman of the Assembly; if their attitude strikes you as selfish, underline the name of the country from which the chairman came.

The League soon demonstrated that it had "teeth" by authorizing a force of troops to be sent to Lithuania to maintain and supervise the plebiscite at Vilna, which is to decide whether it shall be consigned to the Poles or to the Lithuanians. At the end of this paragraph, after the word

*Continue on the following page*



'Treaty,' write 'yes' or 'no' according to whether you think Germany did or did not change her position with regard to her obligations. Hostility toward Germany, which persisted to the end of the proceedings, is said by correspondents to have been caused by the fact that Germany is too deliberate about fulfilling her war obligations, although it was denied that any compact to bar Germany from the League existed. In defense of what she considers her rights, Germany protested during the session against the manner in which her colonies have been disposed of, although it was pointed out that in signing the Peace Treaty she had renounced her colonies. Now, however, she claims that she is no longer bound by the "colony clause" in the Treaty.

In this paragraph underline the one word that tells what will remove the two chief obstacles to the carrying out of the program of the League. As the sessions were continued it became increasingly evident that it would be a very difficult matter to replace the old system of secret negotiations by open debates, particularly between nations which had been in the habit of settling their difficulties secretly by mutual concessions. After the League had been in session for nine days a committee to investigate Armenian conditions was named. It was generally admitted that the absence of Germany and America from the League constituted great barriers to the fulfillment of the League program. Another barrier was the fact that the World War had not been finished long enough to permit sincere co-operation by the nations of the world. Only time, agree foreign correspondents, will remove both of these barriers. What was the above mentioned committee to do in Armenia? Underline the answer. Although it was announced the day after the League met that the American government would take no part whatever in the first meeting, and that no persons either officially or unofficially would attend the session on behalf

*Continue on the following page*



of the United States, Secretary Colby declared ten days later that the United States would insist upon its right to be consulted on the terms of mandates as provided for in the League Covenant, and challenged the view of the British Government "that the terms of mandates could properly be discussed only with the Council of the League of Nations and by the signatories of the Covenant."

The question of disarmament was the next important matter to come up in the secret sessions of the Commission dealing with disarmament. The smaller nations favored world disarmament, and Italy agreed in this, but Britain and France felt that the world was not yet ready for complete disarmament. Japan, on the other hand, seized this opportunity to announce that she could not disarm while America continued to increase both her Army and Navy. Underline once a European country that opposed complete disarmament; then underline twice the country feared by Japan.

On December 4, the Argentine delegation withdrew from the Assembly and stated that they would not resume their places until elections of the Council could be made by the Assembly; until the World Court could have compulsory jurisdiction; until all states recognized in the community of nations could be admitted; and until smaller states, whose boundaries are not defined, could be admitted in a consultative capacity without a vote. How many conditions were thus laid down by Argentina? Write the number on the margin. This action was hailed by Germany, who applauded what she termed the Argentine delegation's stand "against French dictatorship."

In the early days of the session the Council invited President Wilson to name a representative to sit in a commission of the League or to co-operate in a study of the reduction of armaments, but this invitation was declined, since the United States was not a member. The economic blockade, which is considered to be the only weapon of the League

*Continue on the following page*

against covenant-breaking states, was very much weakened by a decision of the Assembly leaving to each country to decide for itself when a blockade shall be applied. It was brought out that no blockade, if all surrounding states should refuse to join, could be effective. Is it stated that an economica blockade could never be effective? Write 'yes' or 'no' on the margin here. Then place a check mark before those of the five following phrases that properly describe the relation of the United States to the League Assembly: ( ) official representative present; ( ) notice given that it was not to be ignored in arranging mandatories; ( ) prominent American diplomats present; ( ) unrepresented in the Assembly; ( ) represented on special commissions only.

Perhaps the greatest victory won by a single nation was the temporary admission of the Chinese delegate to the Council of the League. In this instance China replaced Greece. The correspondents look upon the victory as a personal one for Dr. Wellington Koo, a former Columbia student, over the veteran Viscount Hayashi. Perhaps the most important economic accomplishment, in the eyes of the United States, is the establishment of an International Commission to act as a banker for European nations entirely without credit or with very little credit. This is expected materially to increase the export trade of the United States and to permit temporarily embarrassed European nations to purchase necessary foodstuffs and supplies. Was the delegate from China admitted permanently? Answer here.

Throughout the session the Great Powers refused to permit in the Assembly a discussion of their rights, privileges, and obligations as mandatories. Thus, Great Britain, France, and Japan are not compelled at this time to reveal their mandate plans in Mesopotamia, Syria, Lebanon, and Palestine. The fight for mandate publicity brought the quarrel of the Assembly with the Council for increased

*Continue on the following page*



power to a head, and although the Assembly published a report sharply criticizing the Council for its old-school secret diplomacy, the Council held that mandates under it should not be publicly discussed at this time.

In the preceding paragraph underline the body that contended with the Assembly for power. After five weeks' work the first Assembly of the League of Nations adjourned, to meet again on the first Monday in September, 1921. Congratulatory speeches were made by the leaders, stating that the work done by the Assembly made the League a "living, working organization."

According to the League of Nations News Bureau, is the famous tenth Article understood to preserve intact the boundaries laid down in the treaties? Write 'yes' or 'no' in the margin when you find the answer. In a summary of accomplishments sent out by the League of Nations News Bureau, of New York, it is declared that each participating Government now is equipped with a trained staff familiar with the workings and policies of the League; that the adoption of a budget places the League on a sound financial basis; that Article X of the Covenant was formally interpreted as "a guaranty of the protection against unprovoked foreign aggression and not as a guaranty of the territorial limits and political conditions established by the peace treaties against changes of any kind;" that the principles set forth and formally adopted by an overwhelming majority on the mandate question will go far toward compelling the future adoption of a mandate policy in agreement with the spirit of the Covenant. Do you understand that these principles were set forth by the Assembly or by the Council? Write your answer here.

6. The Inglis Tests of English Vocabulary,  
Form A.



# THE INGLIS TESTS of English Vocabulary FORM A

PREPARED BY  
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SCHOOL \_\_\_\_\_ STUDENT \_\_\_\_\_  
CITY OR TOWN \_\_\_\_\_ SEX \_\_\_\_\_ AGE \_\_\_\_\_ YEARS \_\_\_\_\_ MONTHS  
STATE \_\_\_\_\_ GRADE \_\_\_\_\_ SECTION \_\_\_\_\_  
NAME OF TEST \_\_\_\_\_ COURSE (CURRICULUM) \_\_\_\_\_

## Directions

This is an exercise designed to test the extent of your English vocabulary. On the following pages are given certain sentences and expressions. In each case one word is in italics. Following each sentence or expression are five words. In each case select that one of the five words which most nearly corresponds in meaning to the word italicized in the sample sentence or expression. Write the number of the word thus selected in the space at the right. The word to be selected and thus indicated will not always be a close synonym, but it will always correspond nearly to the word in the example. Compound words or words joined by a hyphen count as one word. If you are sure you do not know which word to select, leave the space blank; however, do not be afraid to indicate a word which you think is nearest the meaning required.

## SCORE

Words right, page 2	
Words right, page 3	
Words right, page 4	
Total words right	
Percentile Score	

## Samples

A <i>small</i> boy.	(1) large	(2) tall	(3) nice	(4) little	(5) dear	---4---
On the <i>beach</i> .	(1) bay	(2) harbor	(3) shore	(4) tide	(5) ocean	---3---



1. Do not *abandon* me. (1) persecute (2) desert (3) mock (4) irritate (5) restrain
2. He was granted *absolution*. (1) permission (2) forgiveness (3) power (4) recognition (5) authority
3. He was *accorded* privileges. (1) rendered (2) refused (3) assured (4) promised (5) deprived-of
4. An *acrimonious* answer. (1) discouraging (2) friendly (3) bitter (4) slangy (5) haughty
5. An *admirable* person. (1) excellent (2) tragic (3) vain (4) naval (5) shrewd
6. He *affronted* me. (1) amused (2) faced (3) addressed (4) went-before (5) insulted
7. You *allay* my fears. (1) justify (2) calm (3) arouse (4) increase (5) confirm
8. He *ameliorated* conditions. (1) concealed (2) approved (3) stated (4) improved (5) studied
9. An *ancillary* committee. (1) executive (2) standing (3) temporary (4) newly-appointed (5) subordinate
10. A marked *antithesis*. (1) development (2) copy (3) dislike (4) contrast (5) symptom
11. He *appraised* the estate. (1) set-a-value-on (2) mortgaged (3) bought (4) sold (5) developed
12. He is noted for *arrogance*. (1) ignorance (2) wickedness (3) pride (4) indifference (5) foolishness
13. His *associates* fear him. (1) enemies (2) employees (3) colleagues (4) pets (5) relatives-by-marriage
14. An *atypical* Scotchman. (1) witty (2) literary (3) canny (4) unrepresentative (5) genuine
15. An *autonomous* people. (1) rebellious (2) self-governing (3) mechanical (4) oppressed (5) art-loving
16. They *baffled* our plans. (1) approved-of (2) encouraged (3) heard (4) ridiculed (5) foiled
17. A *basic* truth. (1) obvious (2) unknown (3) powerful (4) fundamental (5) unpleasant
18. He *beseeches* aid. (1) entreats (2) grants (3) spurns (4) offers (5) obtains
19. The shore looks *bleak*. (1) inviting (2) habitable (3) desolate (4) rocky (5) precipitous
20. He escaped with his *booty*. (1) life (2) companion (3) bargain (4) plunder (5) foot-covering
21. He *braved* the storm. (1) escaped (2) described (3) dared (4) prophesied (5) expected
22. The *buccal* cavity. (1) lime-kiln (2) false-heel (3) mouth (4) tooth (5) yawning
23. A *buxom* widow. (1) flirtatious (2) forlorn (3) rustic (4) thrifty (5) plump
24. He was a victim of *calumny*. (1) chance (2) slander (3) disease (4) drugs (5) prejudice
25. These are *capillary* tubes. (1) boiler (2) inner (3) elastic (4) hair-like (5) strong
26. *Catalogue* those books. (1) cover (2) list (3) review (4) pack-up (5) advertise
27. The life of a *celibate*. (1) hermit (2) imbecile (3) prisoner (4) pleasure-lover (5) unmarried-man
28. They advocated *chastisement*. (1) punishment (2) classics (3) morality (4) coaching (5) hunting
29. The *clamor* ceased. (1) fighting (2) shouting (3) argument (4) epidemic (5) objections
30. It is a result of *collusion*. (1) bumping (2) conflict (3) kindness (4) fraud (5) lawlessness
31. With a *complacent* smile. (1) sarcastic (2) wistful (3) benevolent (4) motherly (5) self-satisfied
32. *Condign* punishment. (1) extreme (2) deferred (3) inhuman (4) remitted (5) well-deserved
33. *Congruence* of materials. (1) harmony (2) poor-taste (3) fashion (4) shortage (5) conspicuousness
34. His plan was *consummated*. (1) visionary (2) perfected (3) brought-to-naught (4) approved (5) drawn-to-scale
35. I am *conversant* with art. (1) unacquainted (2) familiar (3) disgusted (4) bored (5) gifted
36. A *coy* maiden. (1) pretty (2) bold (3) little (4) modest (5) deceitful
37. A *cumbersome* package. (1) tiny (2) valuable (3) fragile (4) well-wrapped (5) unwieldy
38. He is a *dastard*. (1) illegitimate (2) coward (3) orphan (4) boaster (5) puppy
39. His *defalcation* was detected. (1) embezzlement (2) impurity (3) crime (4) flight (5) secret
40. He believes in *democracy*. (1) common-people (2) party-politics (3) popular-government (4) citizenship (5) progress
41. Fallen into *desuetude*. (1) disuse (2) doubt (3) contempt (4) ruin (5) disgrace
42. He makes them with a *die*. (1) reservation (2) stamp (3) formula (4) flourish (5) knife
43. *Disdainful* of our kindness. (1) scornful (2) suspicious (3) abusive (4) partaking (5) unworthy
44. He was *distract*. (1) traitorous (2) hanged (3) seized (4) absent-minded (5) afflicted
45. They *doused* the seniors. (1) serenaded (2) received (3) entertained (4) honored (5) ducked
46. That is his *effigy*. (1) wife (2) assistant (3) carriage (4) image (5) lantern
47. *Elucidate* that statement. (1) reconsider (2) explain (3) condense (4) answer (5) confirm
48. The climate is *enervating*. (1) soothing (2) exciting (3) distressing (4) invigorating (5) weakening
49. In an *equivocal* position. (1) ambiguous (2) horse-like (3) restful (4) ludicrous (5) precarious
50. His *exchequer* is low. (1) vitality (2) aim (3) stock (4) money-supply (5) voice-range



1. *Expunge* that sentence. (1) explain (2) learn (3) erase (4) add (5) rewrite
2. *Fantastic* proposals. (1) fanciful (2) timely (3) hospitable (4) insulting (5) far-reaching
3. *Fetid* swamps. (1) deep (2) dangerous (3) stinking (4) disease-breeding (5) drained
4. A *flitch* of bacon. (1) plate (2) side (3) taste (4) stolen-piece (5) sample
5. A *fretful* patient. (1) thoughtful (2) disagreeable (3) querulous (4) discouraged (5) hopeful
6. We shot a *gander*. (1) duck (2) tramp (3) she-quail (4) male-geese (5) he-gull
7. A glen *girded* by trees. (1) guarded (2) encircled (3) shaded (4) darkened (5) overgrown
8. A *gross* error. (1) flagrant (2) clerical (3) slight (4) expensive (5) frequent
9. A *restful* hamlet. (1) couch (2) color-scheme (3) island (4) village (5) forest
10. A *heterogeneous* collection. (1) unorthodox (2) botanical (3) queer (4) miscellaneous (5) sacred
11. *Howbeit*, it is correct. (1) perhaps (2) assuredly (3) nevertheless (4) then (5) furthermore
12. An optical *illusion*. (1) deception (2) ailment (3) instrument (4) view (5) reference
13. An *imperturbable* official. (1) honest (2) calm (3) efficient (4) excitable (5) reliable
14. Do not *impute* faults to him. (1) reveal (2) excuse (3) impugn (4) exaggerate (5) ascribe
15. His arguments are *incontrovertible*. (1) unsound (2) ignored (3) fertile (4) pointed (5) indisputable
16. *Indued* with righteousness. (1) ennobled (2) tintured (3) acquainted (4) clothed (5) satisfied
17. An *infirmity* of noble minds. (1) infirmary (2) oddity (3) uniformity (4) decision (5) weakness
18. The tea is *insipid*. (1) tasteless (2) sweet (3) weak (4) cold (5) poured
19. An *intransigent* person. (1) helpless (2) dangerous (3) prejudiced (4) irreconcilable (5) energetic
20. He was *inveigled* into doing it. (1) enticed (2) frightened (3) bribed (4) forced (5) hurried
21. He has a *jaunty* appearance. (1) bilious (2) nautical (3) sturdy (4) gay (5) tourist
22. They are no *kin* of mine. (1) children (2) dogs (3) relatives (4) cows (5) live-stock
23. *Largesse!* gallant knight! (1) forward (2) on-guard (3) gifts (4) victory (5) good-health
24. A *lenient* law. (1) alien (2) forgotten (3) severe (4) mild (5) civil
25. She *loathed* the child. (1) detested (2) neglected (3) coaxed (4) liked (5) appreciated
26. It shows *magnanimity*. (1) learning (2) low-morality (3) noble-generosity (4) efficiency (5) selfishness
27. *Martial* music was played. (1) classical (2) war-like (3) spring (4) popular (5) doleful
28. The *menace* of war. (1) fortune (2) threat (3) result (4) fear (5) cost
29. She wrote a *monograph*. (1) soliloquy (2) sonnet (3) treatise (4) epitaph (5) comedy
30. Skill in *natation*. (1) numbers (2) heraldry (3) seamanship (4) politics (5) swimming
31. That law was *nugatory*. (1) ineffectual (2) proposed (3) disobeyed (4) annulled (5) amended
32. His manner was *obsequious*. (1) dignified (2) insulting (3) appealing (4) attractive (5) servile
33. An *onerous* task. (1) ignoble (2) honorable (3) burdensome (4) questionable (5) monotonous
34. He was *ostracized*. (1) operated-on (2) banished (3) initiated (4) convicted (5) criticized
35. A *paragon* of beauty. (1) model (2) geometric-figure (3) statue (4) sunshade (5) plaster-cast
36. They are *peasants*. (1) citizens (2) rustic-laborers (3) game-birds (4) artisans (5) rebels
37. A *peremptory* tone. (1) persuasive (2) uncertain (3) decisive (4) pleasant (5) angry
38. A *pertinacious* attitude. (1) helpful (2) persistent (3) sullen (4) rebellious (5) contemptuous
39. The lofty *pinnacle*. (1) mountain (2) mast (3) temple (4) tree (5) peak
40. He is *pledged* to us. (1) rude (2) kind (3) related (4) promised (5) indebted
41. He is a *polyglot*. (1) immigrant (2) linguist (3) mute (4) represser-of-vice (5) glutton
42. A pleasant *potion*. (1) power (2) drink (3) dessert (4) smile (5) task
43. I know his *predilection*. (1) limitations (2) prophesy (3) former-life (4) ancestry (5) preference
44. A man of fine *presence*. (1) ambition (2) spirit (3) ideals (4) bearing (5) generosity
45. A *privy* purse. (1) private (2) leather (3) patented (4) silken (5) generous
46. It was *prohibited*. (1) urged (2) ordered (3) forbidden (4) passed-by-law (5) promised
47. He *propitiated* them. (1) evicted (2) assisted (3) praised (4) appeased (5) angered
48. To *protract* the conference. (1) prolong (2) authorize (3) keep-secret (4) postpone (5) disturb
49. *Pulsating* with excitement. (1) shouting (2) laughing (3) burning (4) stuttering (5) throbbing
50. They *quail* before the enemy. (1) attack (2) arrive (3) parade (4) cower (5) retreat



101. The *quiescent* crowd. (1) noisy (2) inactive (3) angry (4) reverent (5) shouting
102. The wires *ramify*. (1) cross (2) sag (3) hum (4) branch-out (5) short-circuit
103. The village was *razed*. (1) built (2) rebuilt (3) plundered (4) leveled-to-the-ground (5) burned
104. Commendable *rectitude*. (1) promptness (2) righteousness (3) preaching (4) ambition (5) accuracy
105. A *refulgent* smile. (1) repellent (2) mischievous (3) flattering (4) very-bright (5) sour
106. The argument lacks *relevancy*. (1) justice (2) support (3) vigor (4) applicability (5) importance
107. We *repaired* to the parlor. (1) betook-ourselves (2) referred (3) took-food (4) walked-slowly (5) sent-tools
108. A *repulsive* sight. (1) disgusting (2) interesting (3) immoral (4) exciting (5) winsome
109. He *resolves* to act. (1) delays (2) determines (3) hesitates (4) wishes (5) declines
110. He *retracts* his criticism. (1) repents (2) repeats (3) withholds (4) expresses (5) withdraws
111. A *revolving* fan. (1) electric (2) rotating (3) feather (4) broken (5) waving
112. She has *ruddy* cheeks. (1) wrinkled (2) fat (3) freckled (4) pale (5) red
113. *Sacerdotal* rites. (1) priestly (2) legal (3) annual (4) blasphemous (5) usual
114. We saw a *samovar*. (1) open-fire (2) Indian-holy-man (3) tea-kettle (4) altar (5) legal-officer
115. He has many *schemes*. (1) interests (2) doubts (3) plans (4) difficulties (5) wild-ideas
116. *Scrupulous* in all things. (1) conscientious (2) persistent (3) careless (4) miserly (5) distrustful
117. The water *seethes*. (1) boils (2) rushes (3) roars (4) tumbles (5) cleanses
118. He *severed* the cord. (1) tied (2) selected (3) twisted (4) spliced (5) cut
119. He *shuffled* along. (1) dug (2) fought (3) scampered (4) sailed (5) walked-awkwardly
120. A *skittish* mare. (1) sleek (2) dappled (3) nervous (4) well-trained (5) balky
121. His manner was *solemn*. (1) haughty (2) grave (3) playful (4) insolent (5) peculiar
122. A *scurrilous* rogue. (1) hurrying (2) desperate (3) abusive (4) frantic (5) diseased
123. A *spiritual* nature. (1) non-physical (2) languid (3) dreamy (4) tempestuous (5) didactic
124. His *stature* is noteworthy. (1) image (2) law (3) design (4) position (5) height
125. A *stilted* manner. (1) irresolute (2) improper (3) cordial (4) formal (5) vicious
126. A soldier *straggled* by. (1) labored (2) wandered (3) stalked (4) limped (5) rushed
127. We *stress* this point. (1) select (2) attack (3) emphasize (4) criticize (5) sharpen
128. He fell into a *stupor*. (1) cellar (2) fortune (3) well (4) mud-hole (5) daze
129. My statement was *substantiated*. (1) verified (2) understood (3) meaningless (4) unimportant (5) impudent
130. It *sullies* your reputation. (1) increases (2) diminishes (3) clears (4) stains (5) destroys
131. He *supplanted* his friend. (1) buried (2) insulted (3) took-the-place-of (4) worked-under (5) assisted
132. He *survived* his brother. (1) distrusted (2) excelled (3) outlived (4) followed (5) disappointed
133. *Synchronous* events. (1) simultaneous (2) peculiar (3) timely (4) alarming (5) prophetic
134. A *tantalizing* problem. (1) serious (2) teasing (3) important (4) mythical (5) algebraic
135. A *temerarious* person. (1) rash (2) cowardly (3) treacherous (4) ambitious (5) moderate
136. She has a life *tenure*. (1) sentence (2) hold (3) insurance (4) mission (5) income
137. They managed *thriftily*. (1) skillfully (2) imprudently (3) generously (4) economically (5) honestly
138. A *titanic* force. (1) fairy (2) gigantic (3) troublesome (4) artistic (5) naval
139. A *torrid* day. (1) clear (2) humid (3) hot (4) nasty (5) rainy
140. It *transcends* description. (1) requires (2) invites (3) lacks (4) belies (5) surpasses
141. *Transports* of joy. (1) realms (2) raptures (3) trances (4) ships (5) descriptions
142. A *triplicate* copy. (1) typewritten (2) threefold (3) counterfeit (4) genuine (5) bound
143. He *twiddled* his thumbs. (1) sprained (2) broke (3) sucked (4) twirled (5) hammered
144. An *unbridled* temper. (1) uncertain (2) erratic (3) even (4) wicked (5) uncontrolled
145. An *unfailing* friend. (1) dependable (2) false (3) unreliable (4) insolvent (5) cordial
146. They spoke in *unison*. (1) favor (2) anger (3) concert (4) peace (5) sequence
147. An *unsophisticated* youth. (1) ingenuous (2) wasted (3) unknown (4) spoiled (5) college
148. He *uttered* the document. (1) wrote (2) read (3) recited (4) discovered (5) published
149. A position of *vantage*. (1) danger (2) responsibility (3) honor (4) advantage (5) disgrace
150. He *vented* his wrath. (1) restrained (2) provoked (3) poured-forth (4) regretted (5) excused



7. Study-Habits Inventory, by C. Gilbert Wrenn.

# STUDY-HABITS INVENTORY

By C. GILBERT WRENN

Author of *Practical Study Aids, Study Hints for High School Students, etc.*

Assisted by R. B. McKEOWN

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Name.....Date.....

School Grade.....Age.....Sex.....

Name of School.....

Probable college major.....

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## Directions

The following is a list of statements of situations, habits, and conditions which may affect the use of study time, and consequent success in school work and study. You are asked to state your habits with regard to these items, not in accordance with what you think you should or should not do, or what you see others do, but *in accordance with what you yourself are in the habit of doing*. Please answer all questions.

After each statement, you will find three columns. *Place a check mark in the column which you feel most nearly describes the truth of the statement in your own case now*. Remember that this is a survey of your present practice. Check it in accordance with the following key:

Column 1. *Rarely or never* true in my case.

Column 2. *Sometimes* true in my case.

Column 3. *Often or always* true in my case.

# STUDY-HABITS INVENTORY

## A. Note-taking and reading techniques

1. I miss important points in the lecture while copying down notes on something which has gone before. ....
2. I have trouble picking out the important points in material read or studied: tend to take down material which turns out to be unimportant . . . . .
3. I have to re-read material several times—the words don't have much meaning the first time I go over them. ....
4. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts. ....
5. I read so slowly that I cannot get over all the assignments and outside readings. ....
6. I am conscious that I have been out of school too long, or took basic subjects too long ago. ....
7. I try to do some "over-learning," working beyond the point of immediate memory or recall . . . . .
8. Faulty command of fundamental subjects—spelling, word meanings, arithmetic, punctuation, handwriting, etc.—slows me up, and lowers my grades. ....

## B. Habits of concentration and school interests

9. I find it hard to keep my mind on what I am studying—don't know what I have been reading about when I get through. ....
10. I have a tendency to "day-dream" when trying to study. ....
11. It takes me some time to get settled and "warmed up" to the task of study. ....
12. I have to wait for "the mood to strike me," or for "an inspiration" before starting a task; I am likely to waste time. ....
13. Every little noise disturbs my train of thought when trying to study; it is difficult for me to concentrate efficiently . . . . .
14. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferior, or not in on time . . . . .

	1 Rarely or Never	2 Some- times	3 Often or Always	Score
1. I miss important points in the lecture while copying down notes on something which has gone before. ....	-----	-----	-----	-----
2. I have trouble picking out the important points in material read or studied: tend to take down material which turns out to be unimportant . . . . .	-----	-----	-----	-----
3. I have to re-read material several times—the words don't have much meaning the first time I go over them. ....	-----	-----	-----	-----
4. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts. ....	-----	-----	-----	-----
5. I read so slowly that I cannot get over all the assignments and outside readings. ....	-----	-----	-----	-----
6. I am conscious that I have been out of school too long, or took basic subjects too long ago. ....	-----	-----	-----	-----
7. I try to do some "over-learning," working beyond the point of immediate memory or recall . . . . .	-----	-----	-----	-----
8. Faulty command of fundamental subjects—spelling, word meanings, arithmetic, punctuation, handwriting, etc.—slows me up, and lowers my grades. ....	-----	-----	-----	-----
9. I find it hard to keep my mind on what I am studying—don't know what I have been reading about when I get through. ....	-----	-----	-----	-----
10. I have a tendency to "day-dream" when trying to study. ....	-----	-----	-----	-----
11. It takes me some time to get settled and "warmed up" to the task of study. ....	-----	-----	-----	-----
12. I have to wait for "the mood to strike me," or for "an inspiration" before starting a task; I am likely to waste time. ....	-----	-----	-----	-----
13. Every little noise disturbs my train of thought when trying to study; it is difficult for me to concentrate efficiently . . . . .	-----	-----	-----	-----
14. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferior, or not in on time . . . . .	-----	-----	-----	-----



	1 Rarely or Never	2 Some- times	3 Often or Always	Score
15. My enjoyment of loafing, "bull-sessions," "chewing the fat," etc., interferes with my study . . . . .	-----	-----	-----	-----
16. I have to study where I can smoke—must "go out and have a smoke" when working at the library, etc. . . . .	-----	-----	-----	-----
17. Dislike of certain courses and professors interferes with my school success. . . . .	-----	-----	-----	-----
18. I spend too much time reading fiction, going to shows, etc., for the good of my school work . . . . .	-----	-----	-----	-----

C. *General habits of work*

19. My study periods are often too short for me to get "warmed up" and concentrated. . . . .	-----	-----	-----	-----
20. I am careful to make proper use of reviews—reviewing notes taken, setting aside time for daily or weekly reviews during quarter, concentrating review mainly on the points where I feel weakest. . . . .	-----	-----	-----	-----
21. I get "fussed" and nervous on exams—blow up and can't do myself justice or tell what I know. . . . .	-----	-----	-----	-----
22. I try to get each point as I go over it, rather than go on at the time and then go back to clear up doubtful points later. . . . .	-----	-----	-----	-----
23. I study with others rather than by myself. . . . .	-----	-----	-----	-----
24. I find myself too tired, sleepy, and listless to study efficiently. . . . .	-----	-----	-----	-----
25. I feel the effects of insufficient exercise . . . . .	-----	-----	-----	-----
26. Sensory or physical defects, or frequent spells of sickness, interfere with study . . . . .	-----	-----	-----	-----
27. I study carefully the outlines in all courses where they are given. . . . .	-----	-----	-----	-----
28. I try to study too late at night; rob sleep-time, and sometimes meal-time, for study . . . . .	-----	-----	-----	-----
29. My time is unwisely distributed; I spend too much time on some things and not enough on others. . . . .	-----	-----	-----	-----
30. I try to carry over and relate material learned in one course to that learned in others . . . . .	-----	-----	-----	-----





8. Questionnaire for evening college students to determine causes of withdrawal from courses.

SIR GEORGE WILLIAMS COLLEGE.

FACULTY OF ARTS, SCIENCE AND COMMERCE.

EVENING DIVISION SURVEY.

Please complete and return this sheet to E. F. Sheffield, Registrar,  
in the enclosed envelope. Could you drop it in the mail today?

Check below the reason which best explains why you did not complete  
your course(s). If you did not take the course(s) for academic credit, and  
had no intention of writing final examination(s), please check No. 9. If no  
item below is explanatory, please check No. 10, and specify.

Whatever your reason, please be frank. This analysis, if complete,  
should help us improve the college for you and for your fellow students.

1. \_\_\_\_\_ Studies were too difficult.
2. \_\_\_\_\_ Course(s) unsuitable.
3. \_\_\_\_\_ Lack of interest.
4. \_\_\_\_\_ Interference of other leisure activities.
5. \_\_\_\_\_ Interference of work.
6. \_\_\_\_\_ Financial difficulty.
7. \_\_\_\_\_ Ill health.
8. \_\_\_\_\_ Moved or working out of town.
9. \_\_\_\_\_ Completed course(s) but did not do assignments  
nor write final examination(s), because not  
studying for academic credit.
10. \_\_\_\_\_ Other reason (please specify)

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If you wish, explain more fully below.

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