

ACADEMIC ADJUSTMENT OF SELECTED MALE
STUDENTS REPORTED FOR DISCIPLINARY ACTION
AT MICHIGAN STATE UNIVERSITY

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
James William Costar

1958



1293 10484 3903

This is to certify that the

thesis entitled

ACADEMIC ADJUSTMENT OF SELECTED MALE STUDENTS

presented by

James W. Costar

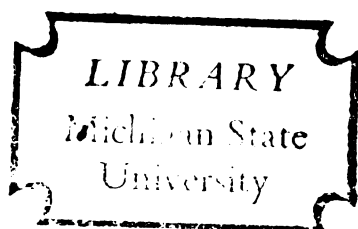
has been accepted towards fulfillment
of the requirements for

Ed.D degree in Counseling & Guidance

Walter F. Johnson

Major professor
Walter F. Johnson

Date May 16, 1958





RETURNING MATERIALS:
Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

APR 23 1988 100 A092 MAY 12 1988 121 5 1988	JUL 4 1988 100 0194
---	-----------------------------------

ACADEMIC ADJUSTMENT OF SELECTED MALE STUDENTS
REPORTED FOR DISCIPLINARY ACTION AT
MICHIGAN STATE UNIVERSITY

by
James William Costar

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and Educational Services

Year 1958
Approved Walter F. Johnson

The Problem

This study was concerned with the general problem of the academic adjustment of male students reported for disciplinary action at Michigan State University. It was the purpose of this research to investigate the academic progress in selected areas made by these students during the four regular academic years they would normally be expected to remain in school. A secondary problem was to examine certain characteristics of disciplinary students at the time of their admission.

The Sample

The sample was composed of all male students admitted to Michigan State University for the first time in the fall of 1953 and subsequently reported to the Dean of Student's office for disciplinary action during one of the succeeding four regular academic years. This group consisted of 122 men of whom 18 were transfers from other institutions of higher learning and 104 were freshmen entering college for the first time. When compared with non-disciplinary students at the time of admission, the men in this group were more likely to be younger, non-veterans, and graduates of larger high schools. No significant differences were found between the disciplinary and non-disciplinary students at that time when the factors of scholastic aptitude, state residence, transfer status,

declaration of a major, and attendance at a Michigan State University summer clinic were considered.

Methodology and Procedure

The entire population of 2,480 male students entering Michigan State University for the first time in the fall of 1953 was divided into disciplinary and non-disciplinary groups. Data was obtained for all subjects on the following variables: (1) contacts at the Counseling Center, (2) enrollments in the improvement services, (3) repetition of courses, (4) attempts to accelerate courses, (5) changes of majors, and (6) withdrawals from school and grade point averages. Both within group and between groups comparisons were made. The chi-square, "t" test and analysis of variance statistics were used in the analysis of the data.

The Major Findings

1. Significantly more disciplinary than non-disciplinary students contacted the Counseling Center during the second and third years of the study. No significant differences were found for the first and fourth years.

2. Significantly more disciplinary than non-disciplinary students changed preferences during the second and third years of the study. No significant differences were found for the first and fourth years.

3. Significantly fewer disciplinary than non-disciplinary students withdrew from school during the first year of the study. No significant differences were found for the second, third, and fourth years.

4. Significantly more disciplinary than non-disciplinary students enrolled in the improvement services during the second year of the study. No significant difference was found during the first year.

5. Significantly fewer disciplinary than non-disciplinary students attempted to accelerate a Basic College course during the second year of the study. No significant difference was found during the first year.

6. Significantly more disciplinary than non-disciplinary students repeated courses during the first and second years of the study.

7. The grade point averages of the disciplinary students were lower than those of non-disciplinary students for all quarters in the study. The differences were significant for nine of the twelve terms.

8. No significant differences were found among the grade point averages of disciplinary students for the two quarters prior to and the two quarters following the term in which the offense was committed.

Conclusions

The results of this study lead to the general conclusion that a majority of the male students reported for disciplinary action have committed minor offenses which do not differ greatly from acceptable behavior. It was also concluded that the disciplinary students were not as well adjusted academically as the non-disciplinary students during the period under consideration.

ACADEMIC ADJUSTMENT OF SELECTED MALE STUDENTS
REPORTED FOR DISCIPLINARY ACTION AT
MICHIGAN STATE UNIVERSITY

by
James William Costar

A THESIS

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and Educational Services

1958

5-12-59
G-8462

James William Costar

Candidate for the degree of

Doctor of Education

Final Examination: May 15, 1958, 8:30 a.m., Room 17, Morrill Hall.

Dissertation: Academic Adjustment of Selected Male Students
Reported for Disciplinary Action at Michigan
State University

Outline of Studies:

Major area - Guidance and Counseling

Minor areas - Educational Psychology, General Psychology

Biographical Items:

Born - February 19, 1925, Hawarden, Iowa

Undergraduate Studies - State University of South Dakota,
Vermillion, South Dakota

Graduate Studies - State University of South Dakota,
Vermillion, South Dakota, 1950-1952

Michigan State University,
East Lansing, Michigan, 1954-1958

Experience:

Canton Public Schools, Canton, South Dakota
Social Studies Teacher and Coach, 1950-1952
Teacher-Counselor, 1952-1953
Director of Guidance, 1953-1954

Michigan State University, East Lansing, Michigan
Graduate Assistant, 1954-1955
Temporary Instructor-Counselor, 1954-1955
Instructor in Guidance and Counseling, 1955 - present

Member of

American Personnel and Guidance Association,
American Psychological Association, Michigan
Psychological Association, Michigan Counselors
Association, Phi Delta Kappa

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to Dr. Walter F. Johnson, Jr., who, as his major professor and Guidance Committee Chairman, provided invaluable assistance in this research and untiring cooperation and guidance throughout the entire graduate program. He also wishes to express his gratitude to the other members of his Guidance Committee: Dr. Byron Van Roekel, Dr. Raymond N. Hatch, and Dr. Carl Frost for the giving of their time and suggestions.

In addition, he is greatly indebted to Dr. Willard Warrington of the Office of Evaluation Services, Michigan State University, for his efforts and encouragement in the collection of much of the data. Special gratitude is also felt for the cooperation of Dr. John Truitt, Director of the Men's Division of Student Affairs, Michigan State University.

Finally, to his wife, Joy, the author expresses his utmost appreciation for her assistance in tabulating, for her typing of the rough draft, and for her constant encouragement and inspiration without which this project would have been impossible.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the problem	3
Assumptions	3
Definition of terms	4
Scope and limitations of the study	6
Need for the study	7
Organization of the thesis	9
II. REVIEW OF THE LITERATURE	11
Literature pertaining to college discipline	12
Conceptions of student discipline	12
Formulation of conduct codes	14
Administration of discipline programs	15
Research studies concerning college discipline	17
Summary	22
III. PROCEDURE AND METHODOLOGY OF THE STUDY	24
A description of the student disciplinary program	
at Michigan State University	24
Method of choosing the sample	28
Operational hypotheses	28
Hypotheses concerning the use of certain	
university services and the academic	

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CHAPTER	PAGE
progress made by male disciplinary students at Michigan State University ...	28
Within group comparisons	29
Between groups comparisons	29
Hypotheses concerning the grade point averages of disciplinary students	30
Procedure for analyzing data	30
Analysis of data relating to the use of certain university services and the academic progress made by male dis- ciplinary and non-disciplinary students	30
Analysis of the data relating to the grade point averages of disciplinary and non- disciplinary students	31
Summary	32
IV. CHARACTERISTICS OF THE SAMPLE	34
Number of offenses	35
Kinds of offenses	35
Characteristics of the sample	35
Summary	41
V. ANALYSIS OF DATA PERTAINING TO ACADEMIC PROGRESS AND UNIVERSITY SERVICES	42

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CHAPTER	PAGE
Introduction	42
Presentation of data and testing of hypotheses	42
Within group comparisons	42
Between groups comparisons	45
Counseling center contacts	46
Preference changes	48
Withdrawals from school	49
Use of improvement services	50
Acceleration of courses	51
Repetition of courses	52
Summary	53
VI. ANALYSIS OF DATA PERTAINING TO GRADE POINT AVERAGES	55
Introduction	55
Presentation of data and testing of hypotheses	55
Term grade point average comparisons.....	55
Trends in grade point averages	56
Summary	62
VII. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	63
The problem	63
Methodology and procedures	64
Hypotheses concerning the use of certain university services and the academic progress made by male disciplinary students at Michigan State University	65

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CHAPTER	PAGE
Within group comparisons	65
Between groups comparisons	66
Hypotheses concerning the grade point averages of disciplinary students	66
The findings	67
Findings in the data pertaining to the disciplinary students at the time of their admission	67
Findings in the data pertaining to academic progress and the use of certain university services	68
Findings in the data pertaining to the grade point averages of disciplinary and non-disciplinary students	69
Conclusions	69
Implications for further research	71
Implications for discipline programs	71
BIBLIOGRAPHY	73
APPENDIX A Procedure for handling of student disciplinary situations by All-University Judiciary Committee	77
APPENDIX B Student Conduct Report Form	80
APPENDIX C Non-Conformist Report Forms	82

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX D	Term Frequencies of Students in the Population Who Participate in Various Academic Activities	85
APPENDIX E	Differences Between the Individual Grade Point Averages of Disciplinary Students and the Mean Grade Point Averages of Non- Disciplinary Students for the Quarters Prior to, at the Time of, and Following the Offense	92

LIST OF TABLES

TABLE	PAGE
I. Number and Kinds of Disciplinary Offenses by Quarters ..	36
II. Chi-squares for Characteristics of Disciplinary Students at the Time of Admission	38
III. "T" Tests of Mean Scores Earned by Disciplinary and Non-Disciplinary Students on Entrance Examinations	40
IV. Disciplinary Students Each Year Who Participate in Various Academic Activities One or More Times	44
V. Disciplinary and Non-Disciplinary Counseling Center "Contact Students" for Each Year of the Study	47
VI. Disciplinary and Non-Disciplinary "Preference Change Students" for Each Year of the Study	48
VII. Disciplinary and Non-Disciplinary "Withdrawal Students" for Each Year of the Study	49
VIII. Disciplinary and Non-Disciplinary "Improvement Service Students" for the First Two Years of the Study	50
IX. Disciplinary and Non-Disciplinary "Acceleration Attempt Students" for the First Two Years of the Study	51
X. Disciplinary and Non-Disciplinary "Repeat Students" for the First Two Years of the Study	52
XI. Comparison of Term Grade Point Averages of Disciplinary and Non-Disciplinary Students	57
XII. Analysis of Variance of Differences in Grade Point Averages Earned by Disciplinary and Non- Disciplinary Students for the Quarters Prior to and Including the Term of the Offense	60
XIII. Analysis of Variance of Differences in Grade Point Averages Earned by Disciplinary and Non- Disciplinary Students for the Quarters of and Following the Offense	61

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

LIST OF FIGURES

FIGURE	PAGE
1. Mean Differences Between Grade Point Averages Earned by Disciplinary and Non-Disciplinary Students	59

CHAPTER I

INTRODUCTION

Student misconduct is a major problem for college and university officials. Recent publications dealing with college discipline consistently point out the growing interest of student personnel workers in this topic. A strong emphasis upon the development of the total personality of the student has strengthened the curiosity about such behavior.

In past years the concepts regarding the misbehavior of youth have changed. Many college officials now regard the acquisition of socially acceptable modes of behavior as a natural part of the growing up process. As such, it is viewed as an important factor in the total educative process. E. G. Williamson, a strong advocate of this point of view, summarized the thinking of many when he wrote:

Herein behavior is, therefore, to be expected as a deduction from the general theories and observations on human learning in all aspects of development. It follows, I believe, that the school must adapt itself to the probability that negative behavior is as much to be expected as is positive. If my proposition is sound, then it follows that each school should anticipate that it will be engaged in the rehabilitation business as a normal part of its emphasis upon helping the individual to develop positive behavior and to eliminate, or at least to avoid, negative instances. In brief, I believe that error is inherent in human development and that elimination of error, which we call rehabilitation in disciplinary counseling, is a normal part of education. (41:68)

Such a concept holds considerable significance for disciplinary programs in institutions of higher learning. College officials are now less inclined to judge a student as good or bad on the basis of his behavior. They, on the other hand, feel a stronger need to organize their services in such a way that the total resources of the school may be used to help satisfy the unique needs of the disciplinary student. The desirability of such a program is expressed by J. D. Foley:

Although a great deal has been written about this phase of student life, few writers have suggested remedial or preventive techniques which are of assistance to the administrator who faces such problems. Since it seems likely that discipline will always be with us because each new generation of college students must repeat the life cycle of the species, it is important to plan systematically to cope with this problem. (15:569)

Such a proposal is based upon the assumption that anti-social behavior in college students may be the result of the inability of a normal student to cope with a specific and unusual situation. In support of this idea Foley further states:

There are three points which are important in our orientation of discipline. First, one must differentiate between delinquent behavior and the delinquent individual. Delinquent behavior is often found in an individual who is not characteristically a true delinquent. In the second place, problems which we call disciplinary are problems of adjustment. Social and ethical deviations are symptoms of maladjustment as are problems of scholarship, personal conflict, or vocational choice. Finally, delinquent behavior is a function of the number of laws and regulations which are set up to effect the social control of students. (15:569)

Providing a positive kind of assistance for students who demonstrate undesirable forms of behavior is now considered to be an important function

of most colleges and universities. Whether or not schools are effective in carrying out this activity is dependent upon the possession of a comprehensive understanding of the unique educational needs of these students.

STATEMENT OF THE PROBLEM

The apparent lack of information which would help provide a more utilitarian understanding of students who fail to conduct themselves in an acceptable manner was a motivating factor in this research. The purpose of this study was: (1) to describe certain traits of male students at Michigan State University who were reported to the Dean of Student's office for disciplinary action; (2) to compare these students with non-disciplinary students in the utilization of selected university services; (3) to test some hypotheses concerning the trend in the term grade point averages of disciplinary students during the four-year period during which they would normally be expected to remain in school; and (4) to discover the implications of these findings for the organization and administration of college disciplinary programs. A more detailed description of the specific hypotheses to be tested will be presented in the discussion of procedures and methodology found in Chapter III.

ASSUMPTIONS

Before the collection of data in this study began, several basic assumptions were made. They were that:

1. Human behavior is a complex process and individual behavior of one kind (discipline) is likely to be closely associated with that of another form (academic).

2. The records kept in the offices of the Michigan State University Registrar and Dean of Students are sufficiently accurate and complete for purposes of the present study.

3. The grades earned by male students at Michigan State University are comparable from one college or department to another.

DEFINITION OF TERMS

Disciplinary program - A disciplinary program consists of all those policies, regulations, facilities, and services being used by the university in the punishment and prevention of undesirable behavior and in the rehabilitation of students committing such acts.

Disciplinary action - The term disciplinary action is any restriction of privileges, assessment of fines, assignment of duties, or regulation of attendance placed upon a student or student organization for the violation of a university regulation.

Disciplinary case - Any student reported to the discipline officer for disciplinary action is classified as a disciplinary case.

Disciplinary student - The terms disciplinary student and disciplinary case are regarded as synonymous in this study.

- Grade point - In order to facilitate calculation, points are assigned to letter grades at Michigan State University. Four points are assigned for each credit of A work; three points for each credit of B work; two points for each credit of C work; one point for each credit of D work. An F is classified as a zero.
- Grade point average - The grade point average is a number found by dividing the total points earned during a period of one or more terms by the total credits carried during the same period.
- Preference - This term is used to indicate the choice of major made by the student at the time of or following his admission into the university.
- Non-Preference - Non-preference means that the student has not declared a preference.
- Accelerate a course - At Michigan State University students may receive credit in certain basic courses without attending the class sessions if they receive a grade which is sufficiently high in the preceding course in the series and are able to obtain a satisfactory score on a comprehensive examination over related material.
- Improvement services - Non-credit courses in reading, writing, speech, arithmetic and spoken English are offered in the Basic College at Michigan State University.

SCOPE AND LIMITATIONS OF THE STUDY

Scope of the study

The scope of this study has been delimited in several major areas. First, factors affecting the availability of certain related data restricted the study to the four-year period from the date the experimental group of students were admitted to school until their normally expected time of graduation. Second, because of the wide differences in mores pertaining to the behavior of male and female students and in the manner in which regulations governing such behavior are enforced, only male students are included in this study. Finally, just those factors thought most likely to be associated with academic achievement were chosen for study.

Limitations of the study

This study was an attempt to describe some personal characteristics and the academic progress of disciplinary students.

(1) The ability to accurately describe students who are reported for disciplinary action does not always carry with it the ability to predict which students will be reported. This study has made no attempt at prediction.

(2) Only Michigan State University students were studied in this research problem. Because of this, the findings are more applicable to this institution than to other universities.

(3) Three hypotheses involving grade-point averages were tested. To the extent that final grades reflect the subjective judgment of the instructor, the objectivity of the findings are likely to be reduced.

(4) Failure, due to limitations in the records which were used, to analyze the factors of repeating courses, attempting to accelerate courses and use of the improvement services during the third and fourth years of the study may obstruct the identification of trends in these areas.

(5) There will be very little information concerning the effect of a change in environment on the student because no attempt was made to follow the academic progress of disciplinary students who withdrew from Michigan State University and enrolled at other institutions.

NEED FOR THE STUDY

With constantly increasing enrollments, the task of assisting students who find it difficult to adjust to their new surroundings is rapidly becoming one of the most pressing functions of the college or university staff. This factor has also added to the complexity of the problem.

The increasing heterogeneity of the modern student body is as important as the increase in size. A larger number of high school graduates entering college has resulted in a more diverse combination of interests, objectives, motivations, and talents. More and more students caught in the wave of increased enthusiasm for a college education are finding it difficult to make a satisfactory adjustment to the comparatively strange academic and social demands of institutions of higher learning. It is also true that a more heterogeneous student body increases the number of different kinds of maladjustments with which the university must be prepared to work. These new demands suggest an increasing need for accurate up-to-date information pertaining to the field of student discipline.

However, very little of a scientific nature has been done in recent years to increase the effectiveness of college disciplinarians. Such a condition is described by Williamson and Foley with emphasis upon the particular kinds of information which are needed:

The literature contains no description of methods of investigation to determine the facts of the alleged misbehavior, the nature of the individual's background and its relationship to the nature of the offense, or methods of apprehension and procedures of handling the individual case. The few public descriptions made of discipline in contemporary education refer usually to machinery whereby alleged offenders are brought to trial for determination of guilt; and little description is given with respect to what takes place after the action or punishment has been determined. (42:27)

A supporting observation is made by Conway in a more recent comment:

Despite the persistence of disciplinary problems in American Colleges there is a paucity of material in the current literature to indicate the specific nature and extent of the problem, the procedures followed in dealing with deviant behavior in its varied forms, or the effectiveness of such procedures and the remediation or prevention of aberration from established norms. (7:351)

The situation has become more complicated because of the acceptance of a newer and more recent philosophy of discipline by college and university officials. Good discipline has come to be regarded as self-discipline which exists within the individual and has as its basis self-understanding and self-control. Gilbert Wrenn explained this change in point of view when he wrote:

No one can speak about discipline without making quite clear what he means by the word. In a discussion of the subject it should be clear that whereas the ordinary connotation of the word discipline is that it means punishment of some sort, a restriction or an obligation placed upon a person because he has violated the mores or a law, there is another entirely different meaning. By this

meaning of the word, "discipline" signifies self control. A well disciplined person is an individual who has thorough control of himself, who takes care of the situation within himself and without outer regulation. The actual evolution of the concept of discipline in colleges is that of moving from the first concept to the second. We are more concerned now than ever before with matters of self control, self decision and self determination in the lives of students. We realize now that many of the arrangements made for the so-called "welfare" of students have not contributed at all to the welfare of the growth of the individual. These arrangements have, on the other hand, been for the welfare of the group or of the institution, or of society, but perhaps at the expense of the growing maturity of the individual. (44:625)

Having recognized the need to modernize their disciplinary procedures, college officials are now desirous of accurate and detailed information about disciplinary cases which will guide their thinking during the planning and administration of such programs. It was the intent of this study to obtain information pertinent to one aspect of the total program; namely, that dealing with the academic qualifications and progress of male students who have been referred to school authorities for disciplinary action.

ORGANIZATION OF THE THESIS

This thesis is divided into seven chapters. The first chapter includes a statement of the problem, definitions of terms, underlying assumptions, and the limitations of the study. In the second chapter a review of the literature pertinent to the study is made. Chapter Three contains a description of the methodology of the study and the procedures used in analyzing the data. The disciplinary program at Michigan State University is also discussed. Selected characteristics of disciplinary

students at the time of their admission to Michigan State University are reported in Chapter Four. Chapters Five and Six contain an analysis of the data. Hypotheses concerning academic progress and the use of certain university services are examined in Chapter Five, while those related to grade-point averages of disciplinary students are found in Chapter Six. A final chapter is devoted to a consideration of the importance of the findings for the organization and administration of disciplinary programs in institutions of higher learning.

CHAPTER II

REVIEW OF THE LITERATURE

A thorough review of the literature pertaining to this study seems necessary before an adequate interpretation of the findings can be formulated. To gain insight into the basic problem underlying this research, written accounts of the thinking and experiences of persons actively engaged in the field of student discipline are systematically reviewed. Special consideration is given to the questions: (1) What is student discipline? (2) What is the role of the college in the administration of discipline? (3) What is the relationship of discipline to the academic program?

The amount of literature pertaining to scholastic achievement at the college level is voluminous. Since this study was not basically concerned with achievement, no attempt is made here to review all the studies of the prediction of academic success.

¹
Douglass (12), Burflinger (13), Borow (3), Cosand (8), Garrett (17), Segal (33), Travers (36), and Harris (20) have published surveys of the literature related to this topic. Together, these surveys cover the period from 1930 to 1953. Most of the studies correlated high school rank and entrance examination scores with grade averages. In a majority of the cases, the coefficients ranged from .30 to .60. An excellent review of non-academic factors associated with college achievement are found in the doctoral dissertations of DeRidder (11) and Fessenden (14). The relationship of scholastic success to such things as family background, housing, veteran status, major, age, size of high school, and personality characteristics is described.

I. LITERATURE PERTAINING TO COLLEGE DISCIPLINE

Conceptions of Student Discipline. The concept of student discipline has changed considerably since institutions of higher learning first assumed the responsibility for maintaining control over the behavior of their students. The early universities looked upon the misconduct of students as a symptom of a depraved mind. The most suitable punishment was devised and administered accordingly. While elaborating on this description, Cowley stated in 1944:

The natural depravity theory dominated the thinking of most educators until about a century ago. Growing from the theological doctrine of the natural depravity of man, the theory as it operated during its heyday, assumed that the natural inclinations of children and college youths were corrupt and unregenerate and that students should be subjected to strict discipline both in their personal lives and in their courses of study. (9:6)

Since those early times the concept of discipline has been in an almost constant state of change. Today the view held by many college administrators is quite different from the one described by Cowley. Wiens reviewed some of the developments in the area of discipline when he wrote:

Four concepts of discipline, as defined by Webster, are pertinent to this discussion: Punishment, enforced obedience, training, and instruction. In the order enumerated, these concepts reflect the historical development of school discipline.

By 1917 a new concept was developed. It conceived the function of discipline to be (a) the creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists; (b) the preparation of the pupils to participate in adult society; (c) gradual impression of the fundamentals of self-control. (39:945-46)

This more modern concept, that discipline is a matter of instruction, is of particular interest to institutions of higher learning. Students at this level are considered to be in need of experiences which will help them acquire the mature traits of self-sufficiency and self-control. Many colleges are now inclined to define discipline on a broader basis. While discussing this point, Hawkes has said:

Discipline may be defined either broadly or narrowly. Broadly defined, it is as wide as education itself. Physical, moral, and intellectual discipline may be defined so as to include the entire development of the individual, involving his relationships to his environment both animate and inanimate, both human and devine. (21:180)

Mueller (27), Redl (32), Cowley (9), Benn (2), and Coleman (6), all describe the development of this newer concept of college discipline. A summary of the point of view held by these educators is presented by Clark, Hagie and Landrus in their statement:

Discipline at its best is not a negative list of "thou shalt nots" enforced by standardized or unusual punishment, but rather, it is a positive process of learning and development achieved through responsible participation in real life situations. (5:189)

Acceptance of a more liberal definition of discipline by many institutions of higher learning has strengthened the belief that the supervision and control of student behavior is a vital function of the school. It is also a popular notion that discipline is administered best when it is closely integrated with the instructional program. Williamson lends support to this theory in his writings:

An educational institution is not justified in taking for granted that students will readily learn and even more readily accept and be guided by a new set of ground rules

merely because the institution states in the official bulletin that these are the ground rules at dear old Siwash. We must learn to apply instructional and pedagogical methods effectively to this aspect of the students' college life as well as to his learning new study methods, new methods of preparing for examinations, new methods of reading more material, and the like. (41:79)

Miner stated with respect to this conclusion:

The modern concept of college discipline is predicated on the student personnel philosophy that discipline is an educative process, corrective not punitive. It should be a learning experience affording the student every opportunity for understanding himself better. It should also play a vital role in helping him adjust with greater facility to behavior patterns more acceptable than those which originally got him into trouble. (25:551)

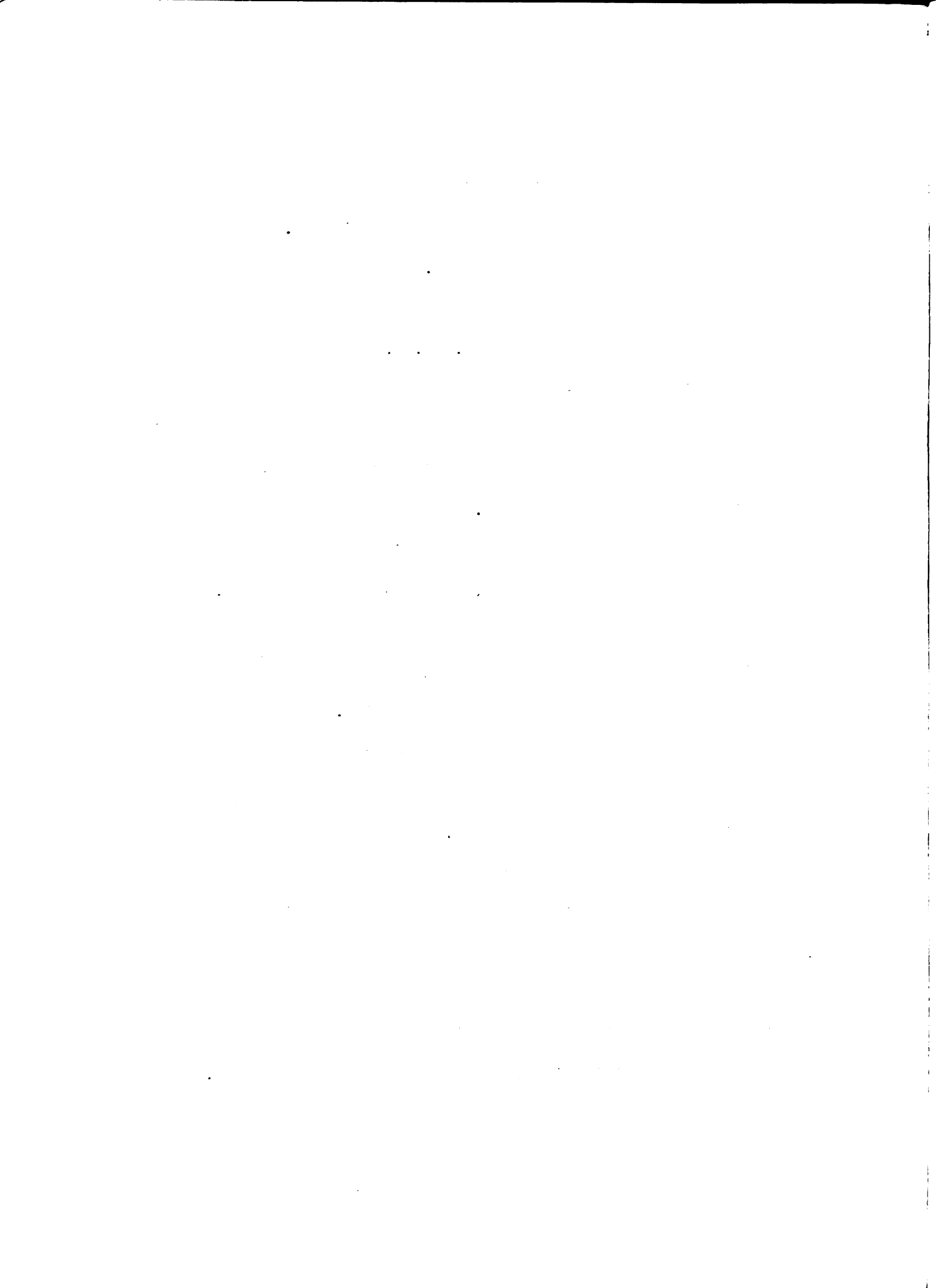
Formulation of Conduct Codes. There are many types of institutions of higher education, and the literature sets forth many different ways of administering disciplinary programs. Variety is fostered from the start by the fact that rules governing the behavior of students are formulated by a number of different legislative bodies. Clark (4:393) points out that student regulations are usually established by one or more groups. He lists the following as examples: (1) the regents or governing board; (2) the president or dean; (3) faculty committees; (4) the student body or representatives of it; or (5) representatives of all of these groups meeting jointly.

Regardless of the origin or means of enforcing student regulations, there is a great deal of uniformity among institutions in the objectives they hold for discipline. Almost every article on college discipline since 1920 refers to the desirability of programs which emphasize the education and rehabilitation of students instead of punishment and coercion.

Hawkes (21), Peiffer and Walker (31), Cowley (9) and Gruendorf (18), all refer to the need for good discipline in education and to the relative ineffectiveness of punishment as a means of achieving it.

Administration of Discipline Programs. The area of student discipline most adequately covered in the literature is that pertaining to principles for administering disciplinary programs. K. H. Mueller (27:302-09), one of the most prolific present-day writers in this field, asserts in an article dealing with the theory of campus discipline that the disciplinary officer is gradually turning away from religion and philosophy as the source of his principles and theories. He now looks more often to the social sciences for newer concepts to guide his thinking such as: mental health, modal behavior, student mores, and sub-culture patterns. In an earlier article Mueller (26) points out that this search for new concepts in the social sciences is the result of a growing movement in the present era from absolute to relative standards of behavior. She states further that relative standards are in reality "quasi-absolutes" or "temporary absolutes" which have been found necessary for the peaceful co-existence of the individuals who make up a society. Mueller (28) further suggests that the wide difference between our expectations concerning the conduct of male and female students is an example of these relative standards at work.

As early as 1938, Lloyd-Jones and Smith (24) wrote of the advisability of administering discipline on an individual basis keeping in mind the specific motivations, limitations, and resources of the offender. Others,



such as Miner (25), Williamson (40), and Wrenn (44) contend that discipline should be thought of as counseling. Wrenn lists three principles governing the use of the counselor in the disciplinary program:

- (1) The counselor in any circumstance should not have disciplinary authority over the individual whom he is attempting to help or he will risk losing his rapport and his effectiveness in the counseling relationship.
- (2) No student regulation case comes before a discipline committee until it has first been screened through the counseling process.
- (3) The relationship between the counselor and the student is of greatest importance. (44:627)

Agencies responsible for the handling of disciplinary programs are of various types. The most common arrangement for the administration of discipline is by joint action of administrative officers and faculty committees. Bailey (1:1331) lists the individual agencies in order of popularity. The most frequently mentioned is the student dean (Dean of Men or Dean of Women), followed in order by the president, academic dean, student governing board, faculty-administrative committee, administrative committee, faculty committee, administrative-faculty-student committee, and the faculty as a whole.

The role of the peer group in administering student discipline is described by several writers in the field. Cunningham (10), Redl (32), Clark, Hagie, and Landrus (5) are a few who have been strong advocates of the importance of understanding the power of the student body to set and maintain standards of behavior. Williamson (41) implies that the group can be an effective means of preventing misconduct from occurring.

II. RESEARCH STUDIES CONCERNING COLLEGE DISCIPLINE

As stated previously, very few research studies dealing with college discipline are to be found in the literature. A majority of them consist of general surveys of disciplinary practices and procedures as they are found in selected institutions of higher education.

One of the earliest studies of this nature was reported by Gardner (16) in 1936 and Haggerty and Brumbaugh (19) in 1939. It consists of an analysis of student personnel work for the year 1937-38 in two hundred and sixty colleges and universities accredited by the North Central Association of Colleges and Secondary Schools. In general, the authors found that the institutions under study held a wide range of theories regarding the discipline of students. However, a vast majority of them, 93 per cent, defined discipline as a means for the mental and moral training of students. Ninety-four per cent of the group holding this attitude reported that it is the policy of their institution to vary the procedures and penalties on the basis of the individual needs of the student with 70 per cent explaining that it is sometimes necessary to sacrifice the training of an individual to protect the student body or the institution. Over half of the schools issued written statements of behavior regulations to assist their students.

In 1948, The National Association of Deans and Advisors of Men (29) conducted a national survey of the functions of student administration for men in colleges and universities. Their findings point to an increasing awareness of the need for assisting the student with his personal and

social adjustment. Fifty-four functions of the Dean of Men were arranged in order from the most to the least important. The first three mentioned were to: (1) analyze and adjust the student's social problems; (2) analyze and adjust the student's moral problems; and (3) analyze and adjust the student's emotional problems.

Also in 1948, Williamson (43) and his associates at the University of Minnesota began a study of selected characteristics of disciplinary students at that institution. Attention was focused on such features as the age, sex, class, major, and grades of 1,570 male and female disciplinary cases originating between July 1, 1941, and July 30, 1948. No attempt was made to assess the personality structure of the students. The authors concerned themselves with the major hypothesis: students who commit misbehaviors are a random sampling of students in general. The chi-square technique was used to test for differences among the groups where data were tabulated by frequency counting. It was concluded that no significant differences existed in the proportion of disciplinary and non-disciplinary students in veteran status, high school scholastic rank, or percentile rank on the American Council on Education psychological examination.

Significant differences were found in some areas. Proportionally more male than female students were reported for disciplinary action. The discipline cases were distributed in such a way that there was a slight over-representation in the Arts College and under-representation in Agriculture and the Graduate School. Fewer seniors were involved in disciplinary situations than might be expected. Students from states other

than Minnesota appeared more often in the disciplinary population. Differences in the numbers of disciplinary cases among the types of college residences were significant at the 1 per cent level. In conclusion, the authors stated their belief that there is some evidence to show that students charged with misbehavior are not markedly different from students in general.

Conway (7), in 1952, conducted a study very similar to that of Haggerty and Brumbaugh. By this time there were 312 institutions of higher learning in the North Central Association. Two hundred and eighteen responded to a questionnaire regarding disciplinary procedures as of July, 1951. Conway was primarily concerned with (1) the institutional purpose of disciplinary action; (2) the nature and extent of deviant behavior; and (3) the methods of dealing with misconduct, including both corrective and preventive measures. Some of the significant findings were:

- (1) In response to the question relative to the purpose of the institution in disciplinary action, over half of those sampled listed the welfare of the student as their major concern. It is interesting to note that one third of the sample failed to respond to this item.
- (2) Only 40 per cent returned numerical data concerning the nature and extent of the three types of deviant behavior which were described.
- (3) The percentages reporting success in the prevention of disciplinary situations through the better known means were quite small (52 per cent or less in each case).
- (4) The student tended most frequently to fall short of institutional expectations in the area of social conduct.

- (5) Wide variations were still noted in the nature and extent of deviations, procedures and practices, sources of control and support, and type of disciplinary organization.
- (6) When compared with the earlier studies, there were substantial increases in the tendency to (a) vary procedures according to individual needs; (b) favor general rather than specific rules; (c) issue statements of rules and regulations; and (d) allow students to participate in the framing of the rules and regulations.

More recently, 1955, Truitt (37) carried out an intensive study of the operation of disciplinary programs at ten large midwestern universities. The methodology included the use of a structured interview with the school official in charge of each program, discussions with other staff members and students, direct observation, and an examination of school catalogs and other printed materials related to the program. Over half of the persons contacted felt that their total disciplinary programs were at least 90 per cent effective in reaching the objectives set up for them. The administrative officials were also agreed that the university should accept the responsibility for the total development of each student. A portion of this responsibility was taken to include the prevention of the violation of students' privileges and civil rights. Truitt concluded that since student discipline has the same objectives as the other personnel services, it should be considered as one of them. According to him, it would then logically follow that the same amount of preparation and encouragement should be given to it by administrators. Other pertinent findings were:

- (1) Nine of the ten universities have committees for student discipline.
- (2) Most of the housing units have a judicial organization to handle disciplinary problems arising within the unit.
- (3) There is a large amount of uniformity in the disciplinary actions taken by the different schools.
- (4) The most desirable characteristics of disciplinary workers are a sincere interest in people, adequate experience, and competent training.
- (5) The orientation of new students to campus regulations is an important function of the disciplinary program.
- (6) Ineffective communication between disciplinary officials and staff members of other departments is often the result of differences in a basic philosophy of discipline.

In two more recent studies, one by Osborne, Sanders, and Young (30) and the other by Jackson and Clark (22), the personality dynamics of the student were identified as an important factor in discipline cases. The findings in both studies support the use of the Minnesota Multi-Phasic Personality Inventory as a useful tool in identifying potential behavior deviates among college students. Jackson and Clark also point out that students in their study apprehended for theft (a) have academic ability equal to other students, (b) do not achieve as well scholastically as students of equivalent class status, and (c) are from the large communities. Parental status and college residence did not seem to be significant factors.

SUMMARY

A review of the literature reveals an increasing interest in student discipline at the college and university level. However, constant reference is still being made to the lack of research in this particular area. When compared to other phases of higher education such as admissions procedures, scholastic achievement and finance, very little material related to college discipline seems to exist.

A large portion of the books and articles give some consideration to the concept of student discipline. There appears to be wide-spread agreement among the authors today that punishment is not a satisfactory deterrent for misconduct. A more popular conception is that discipline should be viewed as a positive attempt to assist the student in becoming self-sufficient and self-controlled within his society.

There is an increasing tendency to provide this assistance in colleges and universities through formal disciplinary programs. The control of student conduct has established itself as an acceptable part of the total instructional program. Standards of behavior are becoming more relative than absolute. Rules and regulations are in most cases formulated democratically through the combined efforts of administrators, faculty members and students. As a result of more efficient methods of communication within the student personnel profession, there has been an increasing uniformity in the procedures for administering discipline programs.

Only a few studies have dealt with characteristics of disciplinary students. For many years misconduct was viewed as a symptom of a depraved mind. Discipline officers today are hypothesizing that students who behave in a socially unacceptable manner are a random sample of students in general. There is some evidence to support this theory when it is applied to such factors as scholastic aptitude, college residence, veteran status, and high school rank. There is conflicting data regarding the factors of age, college grades, choice of curriculum and size of community from which they came. Several studies support the belief that personality dynamics are important items in the description of disciplinary students. Thus, a review of the literature reaffirms the belief that there is a particular need for additional research into the characteristics of disciplinary students.

CHAPTER III

PROCEDURE AND METHODOLOGY OF THE STUDY

I. A DESCRIPTION OF THE STUDENT DISCIPLINARY PROGRAM AT MICHIGAN STATE UNIVERSITY

The student disciplinary program at Michigan State University is a function of the Dean of Student's office. Male disciplinary cases are handled either by a system of student courts or by administrative representatives of the Men's Division of Student Affairs. Coordinating the efforts of each system is a function of the Office of the Dean of Students.

Each university housing unit has a student judiciary committee to which minor offenses arising within the unit are referred. Offenders residing in other than university housing are referred to the All-¹University Judiciary Court. Violations by officially recognized groups are handled by the executive committee of the Inter-Fraternity Council. Another all-university student court exists for the sole purpose of hearing appeals for traffic violations. Student courts do not have the responsibility for arriving at a final decision on cases coming before them, but make recommendations for action to the head disciplinary official.

¹ Procedures for the operation of the All-University Judiciary Court are found in Appendix A.

The Dean of Students has been delegated the authority to act as the head disciplinary official at Michigan State University. He is assisted by personnel of the Men's and Women's Divisions. The Director of the Men's Division is responsible for supervision of the conduct of all male students regardless of their place of residence. He may place students on social or warning probation without prior approval of the head disciplinary official, make recommendations to the Dean of Students for action to be taken in situations which are more serious in nature, and coordinate the remedial efforts involving the services of other departments of the university.

The type of disciplinary action taken against a student is largely dependent upon the severity with which the offense is viewed by the All-University Judiciary Court and administrative officials. The following is a list of disciplinary actions as described in the orientation handbook entitled Student Judiciary (35:28).

I. Expulsion from college

Responsibility of President

- Terms:
- a. Forfeit fees.
 - b. Academic Dean determines grade for term.
 - c. May not return to Michigan State University.

II. Suspension

Responsibility of Dean of Students

- Terms:
- a. Forfeit fees.
 - b. Academic Dean determines grades for term.
 - c. May return upon recommendation of Dean of Students.

III. Strict Disciplinary Probation

Responsibility of Dean of Students

- Terms:**
- a. Entry made on transcript of credits. This entry remains on record. It may be removed at graduation if requested by the student himself to the Dean of Students.
 - b. No extra-curricular activities.
 - c. Parents are notified.
 - d. Additional restrictions may be added to include social probation, as well as any other provisions deemed of therapeutic value.

IV. Disciplinary Probation

Responsibility of Dean of Students

- Terms:**
- a. No extra-curricular activities.
 - b. Parents are notified.
 - c. Additional restrictions may be added to include social probation, as well as any other provisions deemed of therapeutic value.

V. Social Probation

Responsibility of Dean of Students or authority delegated

- Terms:**
- a. Must report to resident adviser each night at a specified hour.
 - b. Must stay in the dormitory or room for the balance of the night.
 - c. Cannot leave campus to go home without special permission.
 - d. The three above terms are for men. Terms for women are in the A.W.S. regulations.
 - e. Any other restrictions expected to be of value to the student.

VI. Warning Probation

Responsibility of Dean of Students or authority delegated

Terms: May include any restrictions up to disciplinary probation, and any other action that would be of value to the student.

VII. Parents are notified in cases where underage students are reported drinking off campus.

Remedial or rehabilitative procedures in addition to the stipulations of each disciplinary action are an integral part of the disciplinary program. The most severe cases may be asked to withdraw from the university with no provision for being readmitted. In some instances a student may be withdrawn and readmitted if he presents evidence that he has assumed responsibility for his own rehabilitation while out of school. Some students are referred to the university's Psychiatric Service, Counseling Center, or Improvement Services. Occasionally no specific remedial action is recommended.

Special report forms (Appendices B and C) are used in keeping a permanent confidential file of all disciplinary situations coming to the attention of the Men's Division. The Student Conduct Report includes personal data regarding the individual, a brief account of the situation in which the student was involved, and disposition of the case. The reports for male students are filed in the office of the Director of the Men's Division of Student Affairs. Reports of minor offenses handled by the residence hall judiciary committees are held in the office of the Educational Director.

A systematic program for the orientation of students concerning campus regulations is an important part of the disciplinary program at

Michigan State University. The Dean of Students first discusses conduct during orientation week. However, a major portion of the responsibility for interpreting the specific rules and regulations rests with the staff in the residence halls where printed copies of the behavior codes are distributed to all new students and regularly scheduled meetings to discuss the rules are held.

II. METHOD OF CHOOSING THE SAMPLE

The purpose of this study was to trace the academic progress of disciplinary students over the four-year period they would normally be expected to remain in school. Hence, the sample of students selected for this study included all males who entered Michigan State University in the fall of 1953 and were subsequently reported to the Dean of Student's office for disciplinary action during any regular academic year prior to the fall of 1957. The offenders were identified from the report forms on permanent file in the Men's Division of Student Affairs. A more comprehensive description of the sample is found in Chapter IV.

III. OPERATIONAL HYPOTHESES

With reference to the general statement of the problem found on page three, the hypotheses included for study may now be stated in operational terms.

Hypotheses Concerning the Use of Certain University Services and the Academic Progress Made by Male Disciplinary Students at Michigan State University.

Within Group Comparisons. That for each of the years included in this study there will be no difference in the proportion of disciplinary students who:

1. contact the Counseling Center one or more times during the four years included for study.
2. change preferences one or more times during the four years included for study.
3. withdraw from school one or more times during the four years included for study.
4. enroll in an improvement service one or more times during the first two years included for study.
5. attempt to accelerate one or more courses during the first two years included for study.
6. repeat one or more courses during the first two years included for study.

Between Groups Comparisons. That for each of the years included in this study there will be no difference in the proportion of disciplinary and non-disciplinary students who:

1. enroll in an improvement service one or more times during that year.
2. contact the Counseling Center one or more times during that year.
3. attempt to accelerate one or more courses during that year.

4. repeat one or more courses during that year.
5. change preferences one or more times during that year.
6. withdraw from school one or more times during that year.

Hypotheses Concerning the Grade Point Averages of Disciplinary Students.

There will be no difference in the grade point averages of:

1. disciplinary and non-disciplinary students for any of the twelve school terms included for study.
2. disciplinary students for the term in which the offense was committed and the two terms prior to it.
3. disciplinary students for the term in which the offense was committed and the two terms following it.

IV. PROCEDURE FOR ANALYZING DATA

Information about disciplinary and non-disciplinary students was gathered from the records of the Registrar, the Dean of Students, and the Office of Evaluation Services. IBM cards were used to facilitate the analysis of the items. The Michigan State University Tabulating Department processed much of the data.

Analysis of Data Relating to the Use of Certain University Services and the Academic Progress Made by Male Disciplinary and Non-disciplinary Students.

Data pertaining to the hypotheses in this section were analyzed in Chapter V. Both within group and between groups comparisons were made. The analysis procedure appropriate to this type of data is the chi-square. This statistic is used to test for significant differences among actual and theoretical frequencies as described in Walker and Lev. (38:81-108)

The significance of the chi-square value is found by referring to a special χ^2 table constructed for that purpose. The table is entered at the appropriate number of degrees of freedom. The degrees of freedom are found by subtracting one from the number of groups or classes. If chi-square is greater than the number in the table, it is significant at the level indicated. The .05 level of significance is acceptable for this study.

Analysis of the Data Relating to the Grade Point Averages of Disciplinary and Non-Disciplinary Students.

Data related to the hypotheses in this section were analyzed in Chapter VI. The two major purposes for analyzing this information were: (1) to discover any differences which may exist between the grade point averages for disciplinary and non-disciplinary students for each term in the study, and (2) to search for any trends in the grade point averages of disciplinary students which may exist during the terms prior to and following the term in which the offense was committed.

The appropriate statistic to use in the testing for significant differences between two means is Student's "t" test which is discussed in Walker and Lev. (38:145-46) The level of significance for "t" is found by entering a "t" table in the manner suggested previously for chi-square. The .05 level is also acceptable for this part of the study.

In the search for significant trends in the grade point averages, the mean difference in the marks earned by disciplinary and non-disciplinary students were first plotted graphically in order to facilitate

the visualization of any patterns which may exist. The grades for the terms before and after the offense were analyzed separately using the analysis of variance statistic. Strength was added to the test by including the grades for the term of the offense in each of the groups.

The method of analysis of variance, as described by Johnson (23:210-15), permits the comparison of more than two means at the same time. The resulting value of F is equal to the ratio of one mean square divided by another. The significance level of this number is found by looking in an F table like the one found in Snedecor (34:216).

SUMMARY

The sample for this study consisted of all male students who entered Michigan State University for the first time in the fall of 1953 and were subsequently involved in situations requiring disciplinary action during the next four regular academic years. Cases were identified from the discipline reports on file in the office of the Director of the Men's Division of Student Affairs.

Data on all male students were collected from the records of the Registrar and Office of Evaluation Services. Information concerning the disciplinary cases was gathered from the files belonging to the Director of the Men's Division. The information was then coded and put on IBM cards. It was decided that a careful examination would be made of certain admissions data regarding the sample before major hypotheses were tested.

The data used in the study were generally of two types, frequency tabulations and means. The chi-square statistic was used to analyze the frequency data. The significance of the difference between two means was measured by Student's "t" test while the comparison of several means was accomplished through analysis of variance. Because the study was considered to be a survey type, it was decided that the .05 level of significance would be appropriate in each case.

CHAPTER IV

CHARACTERISTICS OF THE SAMPLE

The population of students from which the sample was drawn consisted of 2,480 males who entered Michigan State University for the first time in the fall of 1953. All of the students in the population reported for disciplinary action in the four regular academic years following their admission were included in the sample. These cases represent the most recent group of disciplinary students whose academic progress could be examined for that period of time. The sample was composed of 122 men of whom 18 were transfer students and 104 were freshmen.

Since this investigation relates to specific situations--disciplinary cases among male students entering Michigan State University in the fall of 1953--the question of generalizations which may be drawn naturally arises. If the results of the study are to be applicable in other situations, one must be able to describe the student and the type of offense in which he is involved. It seems reasonable to suppose that the disciplinary problems at Michigan State University are similar to those of other large universities. Therefore, it is conceivable that to the extent to which certain factors related to the student can be identified with the disciplinary situation in which he becomes involved, programs can be established in accordance with the philosophy expressed in Chapter II. An awareness of the frequency and nature of offenses would also be helpful in this regard.

Number of Offenses. A total of 136 disciplinary situations were reported. In the first year 61 cases occurred; in the second, 40 cases; in the third, 23 cases; and in the fourth, 12 cases. Fourteen of the students were reported for two offenses during the period of time included for study. These are tabulated in Table I.

Kinds of Offenses. Table I presents the kinds of offenses ranging from minor social misbehavior to serious crimes. Using the classification system proposed by Williamson and Foley (42:84) and based on the overt behavior of the offender, the numbers of students committing each type of offense were as follows: theft and burglary, 9; financial irregularity, 1; misuse of privileges, 15; disorderly conduct, 21; sex misconduct, 8; minor misconduct, 78; and miscellaneous, 4.

Characteristics of the Sample. To characterize the offender, a careful analysis was made of certain factors associated with the sample at the time of admission. The need for a more comprehensive study of these items was suggested in the research of Williamson, Jorve, and Lagerstedt-Knudson (43:615-16) mentioned earlier. The authors say that their data seemed to support the hypothesis that some college disciplinary situations may arise because students are not well acquainted with the mores and regulations of the institution. Their study also suggested that further inquiry into the relationship of chronological age to discipline seemed warranted. In light of this, transfer status, state residence, size of high school, choice of major, veteran status, age, and attendance at the pre-school orientation clinics were chosen for study because of their relationship with age and familiarity with campus regulations.

TABLE I

NUMBER AND KINDS OF DISCIPLINARY OFFENSES
BY QUARTERS

Offense	Quarter												Total
	F	W	S	F	W	S	F	W	S	F	W	S	
	53	54	54	54	55	55	55	56	56	56	57	57	
Theft and burglary		2		1		5					1		9
Misuse of privileges		2	2	3	5	2				1			15
Sex misconduct				4			1			1	1	1	8
Financial irregularities			1										1
Disorderly conduct		5	9		3		1	1	2				21
Minor misconduct	7	10	17	5	7	7	5		13	2	2	3	78
Miscellaneous	2			1							1		4
Totals	9	19	33	10	15	15	6	1	16	4	5	3	136



To determine the characteristics of the disciplinary students, the men in the sample were compared with all of the non-disciplinary males in the population from which the sample was drawn. Chi-square was used to test the significance of differences between the proportion of disciplinary and non-disciplinary students in each of the classifications selected for purposes of characterization. The underlying assumption was that the proportion of disciplinary students in each classification would be the same as the proportion of the total population in each classification. The chi-squares are reported in Table II.

No significant differences were found for in-state or out-state residence, declaration of a major at the time of admission, or attendance at the summer orientation clinics. Significant findings were:

(1) There is a significant difference between the proportions of disciplinary and non-disciplinary students who transferred from other colleges and universities. The number of transfer students who were involved in disciplinary situations is somewhat lower than the number expected.

(2) There is a significant difference between the proportions of disciplinary and non-disciplinary students who graduated from large and small high schools. The number of disciplinary students from large high schools was greater than would be expected.

(3) There is a significant difference in the proportion of disciplinary and non-disciplinary students who have been members of the Armed Forces. The veterans in the disciplinary group were under-represented.

TABLE II

CHI-SQUARES FOR CHARACTERISTICS OF DISCIPLINARY
STUDENTS AT THE TIME OF ADMISSION

Characteristics	Dis- ciplinary who did		Non-dis- ciplinary who did		χ^2	Confi- dence Level
	A	T	A	T		
Transfer from another college	18	28.2	540	529.8	5.05	.05
Have Michigan home address	93	96.5	1815	1811.5	.64	NS
Freshmen born before 1934	7	18.3	319	307.7	8.97	.01
Transfers born before 1934	8	14.0	426	420.0	11.96	.001
From class A or B high school	70	54.8	818	833.2	14.26	.001
Have experience in Armed Forces	12	23.1	444	432.9	6.93	.01
Attend M.S.U. summer clinics	28	28.3	531	530.7	.003	NS
State preference at admission	92	99.2	1869	1861.8	3.42	NS

(4) There is a significant difference in the proportion of disciplinary and non-disciplinary students in the various age classifications. Younger students were over-represented in the disciplinary population. This was true of both the transfer and freshmen groups.

Since three of the hypotheses to be tested were related to the scholastic achievement of students in the sample, the performance of the latter on the battery of entrance examinations was carefully scrutinized. Comparisons were made between the mean scores of disciplinary and non-disciplinary students obtained on the various tests and sub-tests of the battery. The "t" test was used to evaluate the significance of a difference between the means. No significant differences were found. A summary of the "t" ratios is found in Table III.

TABLE III

"T" TESTS OF MEAN SCORES EARNED BY DISCIPLINARY AND
NON-DISCIPLINARY STUDENTS ON ENTRANCE EXAMINATIONS

Examination	Dis- ciplinary		Non-dis- ciplinary		T Value	Confi- dence Level
	N*	Average	N*	Average		
English	116	26.63	2195	24.62	1.39	NS
Arithmetic	117	34.65	2199	34.66	.03	NS
ACE Quantitative	120	43.25	2236	42.22	1.06	NS
ACE Linguistic	120	63.66	2236	61.90	1.28	NS
Total	120	106.91	2236	104.12	1.35	NS
Reading, Verbal	120	23.05	2236	23.67	.87	NS
Reading, Comprehension	120	23.62	2236	24.03	.61	NS
Reading, Total	120	46.67	2236	47.73	.96	NS

*N may vary because all students were not required to take the examinations.

SUMMARY

The sample included in this study consisted of all male students who entered Michigan State University for the first time in the fall of 1953 and were subsequently reported to the college authorities for disciplinary action prior to completion of the spring term of 1957. There were 122 men responsible for 136 offenses in this group. The types of offenses ranged from minor social misconduct to severe crimes.

Certain personal characteristics of the sample at the time of admission were thought to have a possible bearing on the outcomes of the study. These traits were analyzed using the chi-square and "t" tests. Significant differences between disciplinary and non-disciplinary students were found in their age, transfer status, veteran status, and in the size of the high school from which they graduated.

CHAPTER V

ANALYSIS OF DATA PERTAINING TO ACADEMIC PROGRESS AND UNIVERSITY SERVICES

INTRODUCTION

The data used to test the hypotheses regarding the academic progress and use of certain university services are presented in this chapter. Within group comparisons were made among the disciplinary cases. Between groups comparisons were made between the disciplinary and non-disciplinary students. All students committing an offense within the four-year period were included in the disciplinary group. As reported in Chapter III, chi-square was used to test for significant differences in the proportion of students found in each category. Significance, in each case, was established at the .05 level of confidence.

PRESENTATION OF DATA AND TESTING OF HYPOTHESES

Within Group Comparisons. The following null hypothesis is based on the assumption that students committing an offense during the first, second, third, or fourth years of the study may vary in their progress toward the attainment of a degree and in their use of certain services provided by the university:

There are no differences in the academic progress and use of certain university services made by students reported for disciplinary action during the first, second, third, and fourth years included for study.

Six topics were analyzed using this hypothesis. They are: (1) enrollments in improvement services; (2) contacts at the Counseling Center; (3) attempts to accelerate courses; (4) repeats made of courses; (5) changes of curriculum preferences, and (6) withdrawals from school.

The students involved in a disciplinary situation during each of the four years were identified, and the extent of their participation in each of these activities was compared. Chi-squares for the areas examined are located in Table IV. All the data were gathered on the sample of 122 men students described in Chapter IV. It should be noted that the degree of participation for each individual is based on one or more occurrences of the event during the four-year period with the three exceptions noted in the table. The latter are based on the first two years only. Data describing the extent of participation each year by the total disciplinary group¹ is found in a later section of this chapter.

Table IV shows that for each year no significant differences were found in the proportion of disciplinary students who contacted the Counseling Center, changed a preference choice, or withdrew from school one or more times during the four years under study. Neither was there a difference in the number repeating a course, using the improvement services, or attempting to accelerate a course at least once during the first two years.

However, several less significant trends are worth noting. The percentage of disciplinary students during the third year of the study

1

Refer to the section entitled Between Groups Comparisons on page 45.

TABLE IV

DISCIPLINARY STUDENTS EACH YEAR WHO PARTICIPATE IN VARIOUS ACADEMIC
ACTIVITIES ONE OR MORE TIMES

	Per cent				Confidence Level
	1st Year	2nd Year	3rd Year	4th Year	
1. Counseling Center Contacts*	47.46	50.00	65.22	58.33	2.34 NS
2. Changes of Preferences*	57.63	62.50	78.26	75.00	3.73 NS
3. Withdrawal From School*	83.05	85.00	73.91	66.66	2.90 NS
4. Use of Improvement Services**	25.42	30.00	26.09	25.00	.31 NS
5. Repeating of Courses**	59.32	60.00	47.83	33.33	3.54 NS
6. Attempting to Accelerate Courses**	18.64	15.00	21.74	33.33	.86 NS

* Interpretation should be based upon the per cent of students that year who participate in at least one of the events during the four-year period of the study.

** Interpretation would be based upon the per cent of students that year who participate in at least one of the events during the first two years of the study.



• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

• • • • •

who contacted the Counseling Center one or more times demonstrates a sizeable increase over the small but steady rise found in the other years. A similar trend is found in the percentage of students who made at least one change of preference. The proportion of students leaving school each year grows smaller in spite of the fact that during the fourth year, graduation increased the proportion ordinarily expected to withdraw during a given year. There is also a decline from the first to the fourth years in the number who repeated courses. An increase in size is observed in the yearly percentage of offenders who attempted to accelerate one or more courses with the second year being an exception. No trend is apparent in the use of the improvement services.

Between Groups Comparisons. The null hypothesis in this instance is based on the assumption that differences may exist between disciplinary and non-disciplinary students in their academic progress and use of university services:

There are no differences in the academic progress and use of certain university services made by disciplinary and non-disciplinary students each year.

The topics concerning improvement service enrollments, counseling center contacts, course repeats, acceleration attempts, preference changes, and withdrawals from school analyzed in the preceding section were re-examined for differences between disciplinary and non-disciplinary students. Because of the small number of frequencies found in many of the quarters, the data were combined into yearly groups for statistical analysis.² This manipulation was acceptable because the basic purpose

of the research was to identify broad trends which may exist. The nature of the records used in the study was such that the basis of comparison was the combined number of students participating in a specific academic activity at least once during any or all quarters of a given year. Hence, this aspect of the study is an evaluation of the extensity rather than the intensity of participation in each of the activities.

Counseling Center Contacts

Table V presents the data regarding contacts made at the Counseling Center by disciplinary and non-disciplinary students for each of the four years being studied. The reader should bear in mind that the actual frequencies for each year represent the minimum number of contacts made by those in each group during that year. The students in this case will be referred to as "contact students" and "no contact students" in the discussion of the table. Significant differences were found for the second and third years when proportionally more disciplinary "contact students" kept appointments with the center. The percentage of the total number of "contact students" which was attributed to the disciplinary cases gradually increases each year until the fourth year. At this time there was a small decline.

TABLE V

**DISCIPLINARY AND NON-DISCIPLINARY COUNSELING CENTER
"CONTACT STUDENTS" FOR EACH YEAR OF THE STUDY***

Year	Contact Students				Per cent who are discipline students	X ²	Confi- dence Level
	Dis- ciplinary		Non-dis- ciplinary				
	A	T	A	T			
First	37	34.2	639	641.8	5.48	.26	NS
Second	48	32.8	600	615.2	7.42	8.15	.01
Third	18	10.2	184	191.8	8.91	6.46	.05
Fourth	6	3.8	70	72.2	7.90	1.35	NS
Totals	109		1493			df=1	

* "Contact Students" are all students who contact the Counseling Center during any given term of the year under consideration.

Preference Changes

A major difference between the frequency of participation during the second and third years was also found in Table VI. In general, a larger proportion of disciplinary than non-disciplinary "preference change students" were reported during each of the four years.

TABLE VI

DISCIPLINARY AND NON-DISCIPLINARY "PREFERENCE CHANGE STUDENTS" FOR EACH YEAR OF THE STUDY*

Year	Preference Change Students				Per cent who are discipline students	x ²	Confi- dence Level
	Dis-		Non-Dis-				
	A	T	A	T			
First	33	25.5	472	479.5	6.54	2.50	NS
Second	41	20.5	365	385.5	10.01	22.87	.001
Third	30	19.2	349	359.8	7.92	6.75	.01
Fourth	8	7.1	132	132.9	5.71	.12	NS
Totals	112		1318			df=1	

* "Preference change students" are all students who change their preference during any given term of the year under consideration.

Significant differences are found in the second and third years with the ratio in the second year being unusually high. This sudden increase in the second year is also apparent when one looks at the percentages of all "preference change students" who were offenders during each of the four years.

Withdrawals From School

Students may withdraw from school for any of a number of reasons. Some of the more common ones are financial difficulties, low scholastic achievement, general lack of interest or motivation, suspension by disciplinary action, or graduation. It is interesting to note in Table VII that the only significant difference between the disciplinary and non-disciplinary groups in this respect is found in the data for the first year. It is there that the proportion of disciplinary students who were classified as "withdrawal students" was considerably less than was theorized. There were also fewer than expected during the third year, but the difference was not statistically significant.

TABLE VII

DISCIPLINARY AND NON-DISCIPLINARY "WITHDRAWAL STUDENTS"
FOR EACH YEAR OF THE STUDY*

Year	Withdrawal Students				Per cent who are discipline students	X ²	Confi- dence Level
	Dis-		Non-dis-				
	A	T	A	T			
First	15	30.3	585	569.7	2.50	8.87	.01
Second	21	17.1	318	321.9	6.19	.98	NS
Third	9	11.0	208	206.0	4.15	.39	NS
Fourth	38	35.2	657	659.8	5.47	.26	NS
Totals	83		1768			df=1	

*"Withdrawal Students" are all students who withdraw from school during any given term of the year under consideration.

3
Use of Improvement Services

Analysis of Table VIII reveals that there is a sharp increase from the first to the second year in the percentage of disciplinary cases in the entire group of "improvement service students." It may also be noted that a larger proportion of the students involved in disciplinary situations enrolled in the improvement services during the second year than was true for non-offenders. This is significant at the 5 per cent level. Although the opposite is true during the first year, the difference is not statistically significant.

TABLE VIII

DISCIPLINARY AND NON-DISCIPLINARY "IMPROVEMENT SERVICE
STUDENTS" FOR THE FIRST TWO YEARS OF THE STUDY*

Year	Improvement Service Students				Per cent who are discipline students	X ²	Confi- dence Level
	Dis-		Non-dis-				
	ciplinary		ciplinary				
	A	T	A	T			
First	38	47.0	892	883.0	4.08	2.08	NS
Second	12	6.8	122	127.2	8.96	4.27	.05
Totals	40		1014				df=1

*Improvement service students" are all students who enroll in one of the improvement services during any given term of the year under consideration

Because the data for the third and fourth years was not available in the records used for this study, the tables relating to the use of improvement services, repeating courses and acceleration of courses are smaller in size. Aside from this exception, the interpretation of the tables should continue in the same manner as that described on page 46 for Tables V, VI, and VII.



Acceleration of Courses

Students who are qualified may request permission to receive credit in certain Basic College courses by examination rather than the usual procedure requiring attendance at class sessions. A grade of "A" in the preceding course of the series is usually required before the student is considered qualified to try the necessary examinations. The fact that the student thought he might be successful in having the course requirements waived was thought to be of value to this study.

TABLE IX

DISCIPLINARY AND NON-DISCIPLINARY "ACCELERATION ATTEMPT STUDENTS" FOR THE FIRST TWO YEARS OF THE STUDY*

Year	Acceleration Attempt Students				Per cent who are discipline students	X ²	Confidence Level
	Dis-		Non-Dis-				
	A	T	A	T			
First	20	17.9	333	335.1	5.66	.27	NS
Second	2	8.6	168	161.4	1.18	5.46	.05
Totals	22		501				df=1

*"Acceleration attempt students" are all students who attempt to accelerate a course during any given term of the year under consideration.

Table IX indicates that a significantly smaller number of disciplinary "acceleration attempt students" were classified as such during the second year when compared with non-disciplinary cases. The proportion during the first year was very close to that expected for the male students in general. Of the total number who were listed as "acceleration attempt

students," the percentage who were at one time involved in a disciplinary situation dropped notably during the second year.

Repetition of Courses

Failure to obtain a passing mark may cause a student to repeat a course. According to Table X, a larger percentage of all "repeat students" during the second year were violators in comparison with the first year. It should be noted that no courses are repeated by students during their first term in school. In presenting the relationship between the students' disciplinary status and their need to repeat one or more courses, Table X reveals that proportionally more disciplinary than non-disciplinary repetitions were included in the minimum number for each of the first two years of the study. This condition is more pronounced in the second year than in the first. During the first year the differences are significant at the 1 per cent level while those for the second year are acceptable at the one-tenth of 1 per cent level.

TABLE X

DISCIPLINARY AND NON-DISCIPLINARY "REPEAT STUDENTS"
FOR THE FIRST TWO YEARS OF THE STUDY*

Year	Repeat Students				Per Cent who are discipline students	X ²	Confi- dence Level
	Dis-		Non-dis-				
	ciplinary		ciplinary				
	A	T	A	T			
First	38	25.0	457	470.0	7.68	7.93	.01
Second	71	42.9	778	806.1	8.37	21.96	.001
Totals	109		1235				DF=1

*"Repeat students" are all students who repeat a course during any given term of the year under consideration.

SUMMARY

Six factors associated with the academic adjustment and use of selected university services made by male students reported to the Office of the Dean of Students for disciplinary action were examined in this chapter. These factors included: improvement service enrollments, counseling center contacts, course repeats, course acceleration attempts, preference changes, and withdrawals from school.

Comparisons of the frequency of participation were made both within the disciplinary group and between the disciplinary and non-disciplinary samples. The chi-square technique was used to make these tests. Statistically significant differences at the 5 per cent level or less were found in the year by year between groups comparisons made of the disciplinary and non-disciplinary students.

1. Proportionally more of the counseling center "contact students" during the second and third years of the study were disciplinary cases.

2. Proportionally more of the "preference change students" during the second and third years of the study were disciplinary cases.

3. Proportionally fewer of the "withdrawal students" during the first year of the study were disciplinary cases.

4. Proportionally more of the "improvement service students" during the second year were disciplinary cases.

5. Proportionally more of the "repeat students" during the first two years of the study were disciplinary cases.

6. Proportionally fewer of the "acceleration attempt students" during the second year were disciplinary cases.

The within group comparisons were less productive. No significant differences existed among the disciplinary students for each year when the factors of counseling center contacts, use of improvement services, course repeats, changes of preference, course acceleration attempts, and withdrawals from school were analyzed.

CHAPTER VI

ANALYSIS OF DATA PERTAINING TO GRADE POINT AVERAGES

INTRODUCTION

Data pertaining to the grade point averages of students involved in disciplinary situations are reported in this chapter. Hypotheses regarding both the grade point averages for each term and the trend in grade point averages prior to and following the term in which the offense was committed were tested. As discussed in Chapter III, Student's "t" was used to test for significant differences between the grade point averages of disciplinary and non-disciplinary students for each of the twelve quarters included for study. Where the identification of trends in grades was sought, the analysis of variance statistic was used. This technique facilitates the comparisons of more than two means at the same time. The hypotheses concerning grade trends before and after the violation took place were tested by comparing the grade point averages for three terms in each instance. Decisions, in both cases, were based upon the .05 level of confidence.

PRESENTATION OF DATA AND TESTING OF HYPOTHESES

Term Grade Point Average Comparisons. The findings of the study by Jackson and Clark (22:560) suggest that the grade point averages for disciplinary and non-disciplinary students during the four years under consideration might be different. Hence, the following null hypothesis was formulated:

There are no differences in the grade point averages of disciplinary and non-disciplinary students during the regular academic year.

The total population of male students entering Michigan State University for the first time in the fall of 1953 was divided into two groups. The first consisted of all students who were reported to the Dean of Student's office for disciplinary action at any time during the period included for study. The second was composed of all those students not placed on report. Comparisons were made for each term between the grade point averages of the students from both groups who received marks that term.

Table XI presents the grade point averages and "t" value for each of the twelve quarters. Significant differences at the .02 level were discovered in two quarters, at the .01 level in five quarters, and at the .001 level in two quarters. No differences were found in three quarters, two being in the first year of the study. Wherever differences exist the marks of offenders are lower than those of non-offenders. The grade point averages of both groups gradually increase in size from the first to the fourth year with those of the disciplinary students demonstrating a more erratic pattern. The number of students in each classification steadily decreases over the period of the study.

Trends in Grade Point Averages. Because it was thought that the grades of disciplinary students might reflect a general condition leading to misconduct, the following null hypothesis was formulated:

TABLE XI

COMPARISON OF TERM GRADE POINT AVERAGES OF DISCIPLINARY AND
NON-DISCIPLINARY STUDENTS

Quarter	Dis- ciplinary		Non-dis- ciplinary		t Value	Confi- dence* Level
	N	Average	N	Average		
Fall, 1953	120	2.16	2216	2.23	1.10	NS
Winter, 1954	113	2.11	2040	2.27	2.36	.02
Spring, 1954	118	2.15	1960	2.27	1.85	NS
Fall, 1954	105	2.03	1669	2.29	3.60	.001
Winter, 1955	93	2.15	1604	2.37	3.02	.01
Spring, 1955	91	2.13	1562	2.34	2.79	.01
Fall, 1955	86	2.12	1357	2.25	1.79	NS
Winter, 1956	86	1.97	1271	2.36	5.22	.001
Spring, 1956	76	2.18	1251	2.40	2.91	.01
Fall, 1956	77	2.20	1152	2.43	2.84	.01
Winter, 1957	66	2.28	1140	2.52	2.80	.01
Spring, 1957	69	2.39	1113	2.59	2.39	.02

*The tabled value of "t" at the .05 level is 1.96.

There are no differences among the grade point averages for the terms prior to and the terms following the quarter in which the offense is committed.

Mean grade point averages for non-disciplinary students were calculated for each term of the regular academic year. The individual marks of the offenders for the quarter of the offense, two quarters before it, and two quarters after it were subtracted from the non-disciplinary mean. The mean of the differences was determined for each of the five classifications of school terms.

Figure 1 presents the mean differences between grades earned by disciplinary and non-disciplinary students in graphic form. The grade point average of non-disciplinary students for each term was used to establish the zero base line. Examination of the chart reveals that the differences gradually increased from the second quarter before to the quarter of the offense. At this point the mean difference is at a ¹ maximum. A reduction in the disparity during the first term following the offense was the result of a sudden rise in disciplinary grades to a point above the highest level reached before the offense. The difference during the second quarter following the offense was again increased but not to the magnitude of that found in the quarter of the violation.

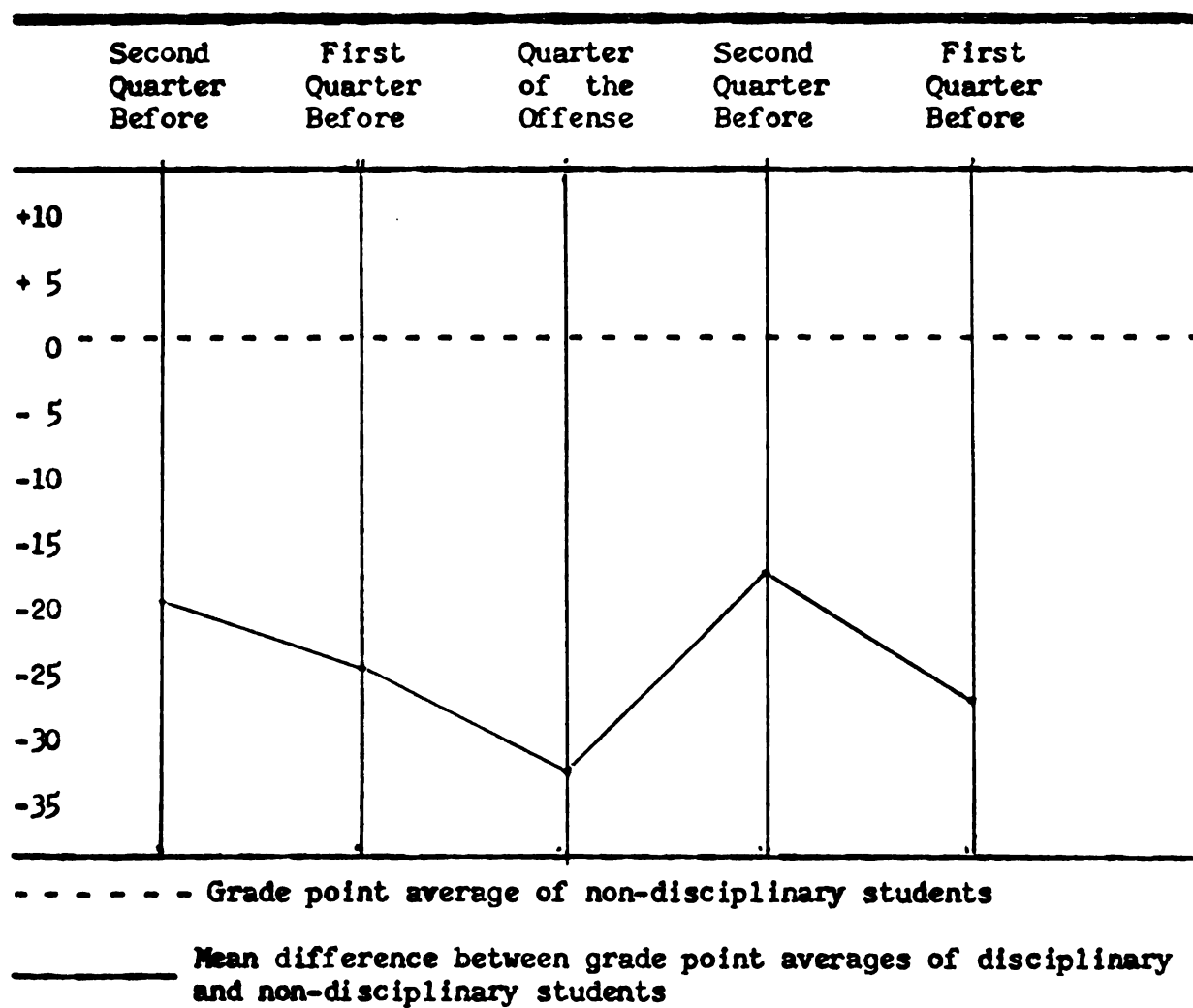
The trends in grades before and after the term of the offense were analyzed separately. As shown in Table XII, the differences among the

1

The grade point average of the disciplinary students is lowest at the point where the difference is greatest.

FIGURE 1

**MEAN DIFFERENCES BETWEEN GRADE POINT AVERAGES EARNED BY
DISCIPLINARY AND NON-DISCIPLINARY STUDENTS**



mean differences for the quarters prior to and including the term of the offense are not significant.

TABLE XII

ANALYSIS OF VARIANCE OF DIFFERENCES IN GRADE POINT AVERAGES EARNED
BY DISCIPLINARY AND NON-DISCIPLINARY STUDENTS FOR THE QUARTERS
PRIOR TO AND INCLUDING THE TERM OF THE OFFENSE

	Two Quarters Before	One Quarter Before	Quarter of the Offense
N	106.	123.	108.
$\sum X^2$	52.4743	55.3225	49.4265
$\sum X$	-19.89	-29.75	-35.59

Source of Variation	df	Analysis of Variance		F	F:05
		Sum of Squares	Mean Square		
Between	2	1.1006	.5503	1.37	3.03
Within	334	134.5673	.4029		
Total	336	135.6679			

Data from the quarter of the offense and the two quarters following it were examined for a possible trend in grades after the violation. The same method as that employed to study the trend in grades before the offense was used in this analysis. Table XIII reveals that the differences among the mean differences for the terms immediately following the misconduct were not significant at the .05 level.

TABLE XIII

**ANALYSIS OF VARIANCE OF DIFFERENCES IN GRADE POINT AVERAGES EARNED
BY DISCIPLINARY AND NON-DISCIPLINARY STUDENTS FOR THE QUARTERS
OF AND FOLLOWING THE OFFENSE**

	Two Quarters After	One Quarter After	Quarter of the Offense
N	86.	103.	108.
ΣX^2	45.1840	31.2547	49.4265
ΣX	-23.14	-17.17	-35.59

<u>Analysis of Variance</u>					
Source of Variation	df	Sum of Squares	Mean Square	F	F .05
Between	2	1.4200	.7100	1.99	3.03
Within	294	105.0485	.3573		
Totals	296	106.4685			

SUMMARY

Three hypotheses associated with the grade point averages of disciplinary students were examined in this chapter. They were that:

- (1) no differences exist between the grade point averages of disciplinary and non-disciplinary students for each of the quarters in the study;
- (2) no differences exist among the grade point averages for the term in which the offense took place and the two quarters prior to it; and
- (3) no differences exist among the grade point averages for the term of the offense and the two quarters following it. Student's "t" test was used to detect significant differences between two means. Where there were more than two, the analysis of variance technique was used.

Statistically significant differences at the .05 level of confidence or less were found between the grades of disciplinary and non-disciplinary students in nine of the twelve quarters. In each case, the marks earned by the offenders were lower than those for non-offenders. No significant differences appeared among the means of differences between the grades of disciplinary and non-disciplinary students during the quarters either prior to or following the term in which the offense was committed.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The data were analyzed in the two preceding chapters. In this final chapter the study will be summarized, pertinent conclusions will be drawn, and the implications of the findings will be pointed out.

The Problem

Students demonstrating socially unacceptable behavior have been the concern of college and university officials since the early history of such institutions. The stronger emphasis upon the total personality development of students which is now found in most institutions of higher learning in the United States has deepened the concern about such behavior. It was this growing interest in the misconduct of college men and women which inspired the writer to initiate a research study in that area.

This study dealt with the general problem of the academic adjustment of male students reported for disciplinary action at Michigan State University. It was the purpose of this research to investigate the academic progress in certain areas made by these students during the four regular academic years that they would normally be expected to remain in school. A secondary problem was to examine selected characteristics of the disciplinary sample at the time they were admitted.

The need for this kind of research was demonstrated by the relatively small number of studies of college discipline which have been reported in the literature and the repeated observation made by writers in this field that the paucity of valid research information is a handicap to disciplinary workers. A major portion of that which is available discusses the administrative aspects of college disciplinary programs. Little has been written about the student who becomes involved in a situation requiring disciplinary action. Hence, an attempt was made in this study to discover certain facts pertaining to the academic progress of male disciplinary students which would be useful to counselors and administrators of disciplinary programs in higher education.

Methodology and Procedures

The sample for this study was composed of all male students admitted to Michigan State University for the first time in the fall of 1953 and subsequently reported to the Dean of Students' office for disciplinary action during one of the succeeding four regular academic years. This group included 122 men of whom 18 were transfer students from other institutions of higher learning and 104 were freshmen entering college for the first time.

The sample was compared in selected areas with all non-disciplinary students in the population. At the time of admission, the characteristics chosen for comparison were: (1) age, (2) veteran status, (3) transfer status, (4) preference status at entrance, (5) state residence status, (6) attendance at Michigan State University summer clinics, (7) size of high school from which they graduated, and (8) performance on entrance

examinations. In the area of academic adjustment, the factors chosen for study included: (1) contacts at the Counseling Center, (2) enrollments in the improvement services, (3) repetitions of courses, (4) attempts to accelerate courses, (5) changes of curriculum preferences, (6) withdrawals from school; and (7) grade point averages. For the latter activities, comparisons were made both within the disciplinary sample and between the disciplinary and non-disciplinary groups.

In addition, it was hypothesized that the marks obtained by an offender might reflect his involvement in the disciplinary situation. The result was an attempt to identify any trends in the grade point averages of violators by analyzing the mean differences in grades between the disciplinary and non-disciplinary samples for two quarters immediately preceding and following the term in which the offense took place. The grades for the term of the offense were also included in both analyses.

Having defined the broad areas of the study, specific hypotheses to be investigated were formulated. They were:

Hypotheses Concerning the Use of Certain University Services and the Academic Progress Made by Male Disciplinary Students at Michigan State University.

Within Group Comparisons. That for each of the years included in this study there would be no difference in the proportion of disciplinary students who:

1. contacted the Counseling Center one or more times during the four years included for study.

2. changed preferences one or more times during the four years included for study.

3. withdrew from school one or more times during the four years included for study.

4. enrolled in an improvement service one or more times during the first two years included for study.

5. attempted to accelerate one or more courses during the first two years included for study.

6. repeated one or more courses during the first two years included for study.

Between Groups Comparisons. That for each of the years included in this study there would be no difference in the proportion of disciplinary and non-disciplinary students who:

1. enrolled in an improvement service one or more times during that year.

2. contacted the Counseling Center one or more times during that year.

3. attempted to accelerate one or more courses during that year.

4. repeated one or more courses during that year.

5. changed preferences one or more times during that year.

6. withdrew from school one or more times during that year.

Hypotheses Concerning the Grade Point Averages of Disciplinary Students.

That there would be no difference in the grade point averages of:

1. disciplinary and non-disciplinary students for any of the twelve school terms included for study.

2. disciplinary students for the term in which the offense was committed and the two terms prior to it.

3. disciplinary students for the term in which the offense was committed and the two terms following it.

The Findings

Analysis of the data revealed significant findings at the .05 level or less in each of the three areas of the study. They are as follows:

Findings in the Data Pertaining to the Disciplinary Students at the Time of Their Admission.

1. Significantly fewer disciplinary than non-disciplinary students were transfers from other institutions.

2. Significantly fewer disciplinary than non-disciplinary students were born before 1934.

3. Significantly fewer disciplinary than non-disciplinary students were veterans.

4. Significantly more disciplinary than non-disciplinary students graduated from Class A and B high schools instead of Class C, D, or E schools.

5. No significant difference was found between the number of disciplinary and non-disciplinary students with home addresses outside the state of Michigan.

6. No significant difference was found between the number of disciplinary and non-disciplinary students who stated preferences at the time of admission.

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

7. No significant difference was found between the number of disciplinary and non-disciplinary students who attended the Michigan State University summer clinics.

8. No significant differences were found between the mean scores of disciplinary and non-disciplinary students obtained on the battery of Michigan State University entrance examinations.

Findings in the Data Pertaining to Academic Progress and the Use of Certain University Services.

1. Significantly more disciplinary than non-disciplinary students contacted the Counseling Center during the second and third years of the study. No significant differences were found for the first and fourth years.

2. Significantly more disciplinary than non-disciplinary students changed preferences during the second and third years of the study. No significant differences were found for the first and fourth years.

3. Significantly fewer disciplinary than non-disciplinary students withdrew from school during the first year of the study. No significant differences were found for the second, third, and fourth years.

4. Significantly more disciplinary than non-disciplinary students enrolled in the improvement services during the second year of the study. No significant difference was found during the first year.

5. Significantly fewer disciplinary than non-disciplinary students attempted to accelerate a Basic College course during the second year of the study. No significant difference was found during the first year.

6. Significantly more disciplinary than non-disciplinary students repeated courses during the first and second years of the study.

Significant Findings in the Data Pertaining to the Grade Point Averages of Disciplinary and Non-Disciplinary Students.

The grade point averages of disciplinary students were lower than those of non-disciplinary students for all quarters in the study. The differences were significant for every term except (a) the fall of 1953, (b) the spring of 1954, and (c) the fall of 1955. No significant differences were found among the grade point averages of offenders for the two quarters prior to and the two quarters following the term in which the offense was committed.

Conclusions

The findings of this research appear to justify the following conclusions, subject to the limitations of this study:

1. From the data for this study and the literature in the field, it appears that a majority of the students reported for disciplinary action have committed minor offenses which do not deviate greatly from the kind of behavior which is ordinarily acceptable. There is also evidence that a greater portion of these offenses occurred during the spring terms of the regular academic year.
2. Students involved in disciplinary situations during the first, second, third, or fourth year under consideration were not different in their academic progress or use of certain university services. The data also reveals that they did not differ markedly from year to year in the kind of offenses which they commit.

3. Age was a factor in the findings regarding disciplinary cases. The offenders were significantly younger than the non-offenders. This was also true when the transfer students, who tend to be older, were examined separately. Further evidence to support this conclusion is found in the fact that the proportion of veterans in the disciplinary sample, most of whom are also older than the average new student, was smaller than would be expected.

4. Generally speaking, the academic adjustment of students in the disciplinary group was not as good as that of the non-disciplinary students. Proportionally more offenders repeated courses during the first two years. During the second year, fewer attempted to accelerate courses. It was also during this year that significantly more disciplinary students enrolled in one or more of the improvement services. The significantly greater proportion of violators who changed curriculum preferences and contacted the Counseling Center during the second and third years of the study lends further support to this conclusion.

5. The disciplinary students in this study may be classified as under-achievers. There were no differences between scores obtained by the offenders and non-offenders on the entrance examinations. However, the grades of disciplinary students were lower during each of the twelve quarters under consideration. The differences were significant in nine of the terms.

6. Despite their relatively poor academic adjustment, disciplinary students were no more apt to withdraw from school than were non-disciplinary students. In fact, the number of offenders who withdrew during the first year was significantly less than expected.

Implications for Further Research

The following recommendations are made concerning further research in this area:

1. The area of this study dealing with the academic progress and use of certain university services made by disciplinary students should be duplicated using the intensity rather than extensity of participation as a basis of comparison.
2. Future studies in college discipline should attempt to include interviews with the students as the cases occur in order to verify many of the assumptions which must be made in interpreting data from records.
3. Students involved in major and minor offenses should be treated separately in the statistical analysis.
4. Students living in on-campus and off-campus living units should be treated separately when analyzing the data.

Implications for Discipline Programs

The results of this study suggest several implications for the organization and administration of college discipline programs.

1. It would be difficult to identify potential college disciplinary cases at the time of their admission from the data ordinarily obtainable from the registrar's office. This fact supports the contention held by many administrators that additional information regarding the personality adjustment of students should be available to disciplinary officials.

2. Proportionally more disciplinary students made preference changes and contacts at the Counseling Center. These facts pose a major implication for those who will be working with them. It is that they will need professional vocational counseling leading to the selection of a suitable college major more than the average student.

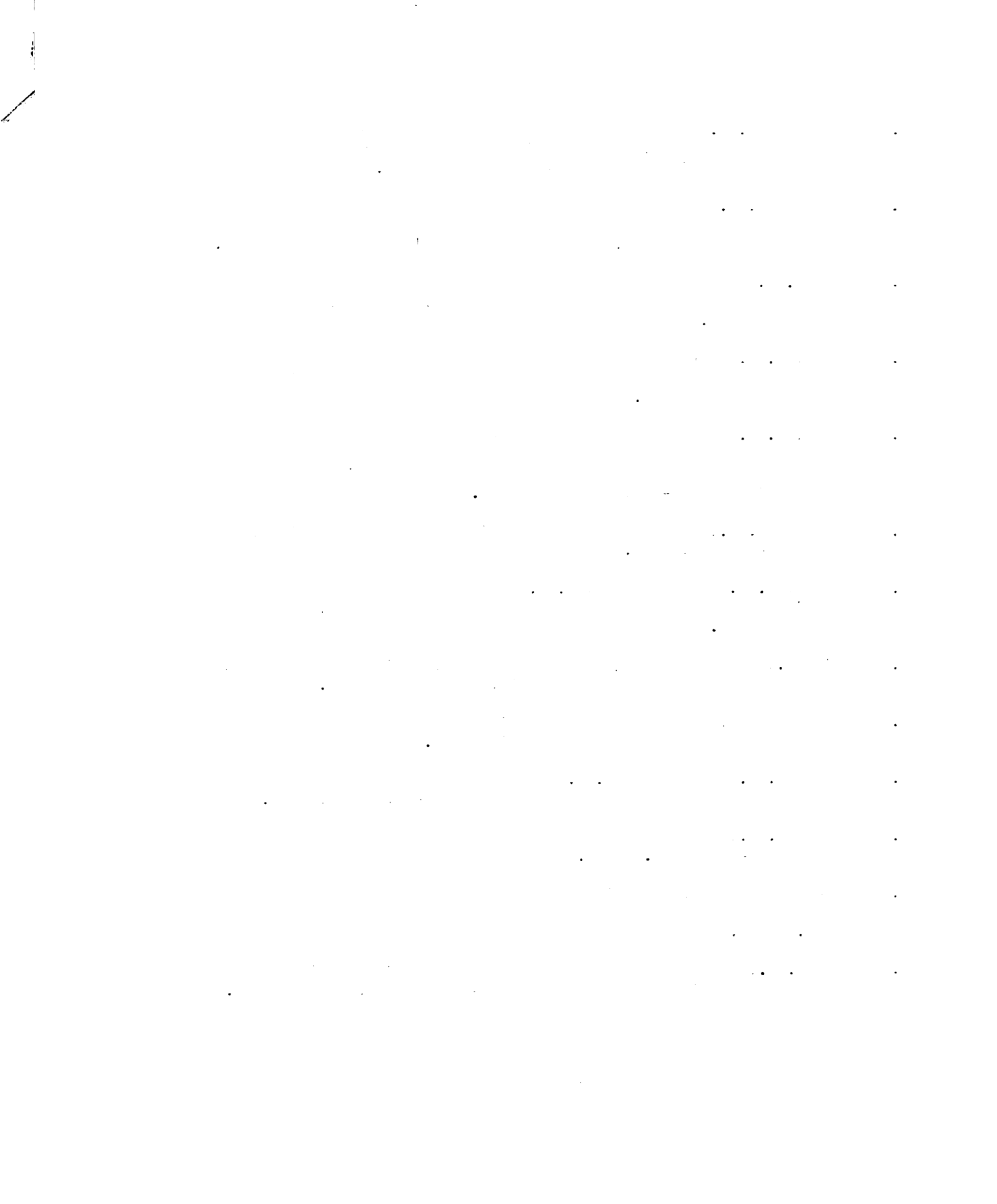
3. Closely associated with vocational counseling is the need for sound educational planning for disciplinary students reflected in their underachievement, repetition of courses and use of improvement services. Counseling of this sort could help a violator plan his academic program in such a way that having been involved in a disciplinary situation would result in a positive learning experience.

4. The results of this study point out that disciplinary cases come more often from the population of younger students. It is also true that the younger students are more likely to be housed in one of the on-campus residence halls. To the extent that this is so, additional support is given to the belief that minor students living off-campus should reside in university approved and supervised housing.

BIBLIOGRAPHY

1. Bailey, H. W., "Student Personnel Work-Disciplinary Procedures," In Monroe: Encyclopedia of Educational Research, New York: Macmillan Co., 1950, pp. 1330-33.
2. Benn, C. H., "The Psychology of Discipline," Educational Forum, 4:181-85, 1940.
3. Borow, Henry, "The Measurement of Academic Adjustment," Journal of the American Association of Collegiate Registrars, 22:274-86, April, 1947.
4. Clark, S. C., "Let's Make the Campus Disciplinary Program Effective," The Personnel and Guidance Journal, 33:393-96, March, 1955.
5. Clark, S. C., Hagie, D. G., and Landrus, W. M., "Discipline in College Residence Halls," The Personnel and Guidance Journal, 30:189-93, December, 1952.
6. Coleman, Claude, "The Hickory Stick," American Association of University Professors Bulletin, 39:457-73, Autumn, 1953.
7. Conway, Margaret, "The Role of Disciplinary Action in Higher Education," The North Central Association Quarterly, 29:351-9, April, 1955.
8. Cosand, J. P., "Admissions Criteria: A Review of the Literature," California Journal of Secondary Education, 28:12-21, January, 1953.
9. Cowley, W. H., "Freedom and Discipline," Educational Record, 25:5-22, January, 1944.
10. Cunningham, Ruth, "Group Discipline," National Education Association Journal, 38:34-5, January, 1949.
11. DeRidder, L. M., "Selected Factors Related to the Academic Achievement of Probationary Students Graduated in 1948 from the College of Literature, Science and Arts of the University of Michigan," Unpublished Doctor's Dissertation, 1950.
12. Douglass, H. R., The Relation of High School Preparation and Certain Other Factors to Academic Success at the University of Oregon, University of Oregon Publications, Educational Series 3, No. 1, 1931.

13. Durflinger, G. W., "The Prediction of College Success--A Summary of Recent Findings," Journal of the American Association of Collegiate Registrars, 19:68-78, October, 1943.
14. Fessenden, B. I., "A Case Study Analysis of Factors Contributing to the Academic Deficiency of Selected Michigan State College Students on Probation," Unpublished Doctor's Dissertation, 1953.
15. Foley, J. D., "Discipline: A Student Counseling Approach," Educational and Psychological Measurement, 7:569-82, Part II, Autumn, 1947.
16. Gardner, D. H., "Student Personnel Service," (Monograph, Volume 5), In Evaluation of Higher Institutions, Chicago: University of Chicago Press, 1936.
17. Garrett, H. F., "A Review and Interpretation of Investigations of Factors Related to Scholastic Success in Colleges of Arts and Sciences and Teachers Colleges," Journal of Experimental Education, 18:91-138, November, 1949.
18. Gruendorf, W. H., "Education and Discipline," School and Society, 57:569-70, May, 1943.
19. Haggerty, W. J. and Brumbaugh, A. J., "The Student in College and University," The North Central Association Quarterly, 14:201-06, April, 1939.
20. Harris, D., "Factors Affecting College Grades: Review of Literature, 1930-1937," Psychological Bulletin, 37:125-166, 1940.
21. Hawkes, Herbert, "Constructive Discipline," Association of American Colleges Bulletin, 14:180-86, April, 1928.
22. Jackson, K. R., and Clark, S. G., "Thefts Among College Students," The Personnel and Guidance Journal, 36:557-62, April, 1958.
23. Johnson, P. O., Statistical Methods in Research, New York: Prentice-Hall, Inc., 1949.
24. Lloyd-Jones, Esther, and Smith, Margaret, A Student Personnel Program for Higher Education, New York: McGraw-Hill Publishing Co., 1938.
25. Miner, R. J., "Therapeutic Handling of Discipline," Educational and Psychological Measurement, 8:550-61, Part II, Autumn, 1948.



26. Mueller, K. H., "Problems in the Disciplinary Program," The Personnel and Guidance Journal, 34:413-16, March, 1956.
27. Mueller, K. H., "Theory for Campus Discipline," The Personnel and Guidance Journal, 36:302-09, January, 1958.
28. Mueller, K. H., "Sex Differences in Campus Regulations," The Personnel and Guidance Journal, 32:528-32, May, 1954.
29. National Association of Deans and Advisors of Men, Report of the Third National Survey of Functions of Student Administration for Men in Colleges and Universities of the United States, March, 1948.
30. Osborne, R. T., Sanders, W. B., and Young, F. M., "MMPI Patterns of College Disciplinary Cases," Journal of Counseling Psychology, 3:52-56, Spring, 1956.
31. Peiffer, H. C., and Walker, D. E., "Disciplinary Interview," The Personnel and Guidance Journal, 35:347-50, Fall, 1957.
32. Redl, Fritz, "Discipline and Group Psychology," Journal of the National Association of Deans, Volumes 10-11, October, 1947.
33. Segal, David, Prediction of Success in College, Washington, D. C.: United States Department of Interior, U. S. Office of Education Bulletin, No. 15, 1934.
34. Snedecor, G. W., Statistical Methods, Ames: Iowa State College Press, Inc., 1946.
35. Student Judiciary, Leadership Training Handbook, Office of the Educational Director and Men's Inter-Residence Hall Council, Michigan State University.
36. Travers, R. M., "Significant Research on the Prediction of Academic Success," In Donohue: The Measurement of Student Adjustment and Achievement, University of Michigan Press, 1949, pp. 147-90.
37. Truitt, J. W., "A Study of Student Disciplinary Programs in Ten Selected Universities," Unpublished Doctor's Dissertation, 1955.
38. Walker, Helen, and Lev, Joseph, Statistical Inference, New York: Henry Holt and Company, 1953.
39. Wiens, D. J., "Pupil Personnel Work--Disciplinary Procedures," In Monroe: Encyclopedia of Educational Research, New York: The Macmillan Co., 1950, pp. 945-48.

40. Williamson, E. G., "Fusion of Discipline and Counseling in the Educational Process," The Personnel and Guidance Journal, 34:74-9, October, 1955.
41. Williamson, E. G., "Preventive Aspects of Disciplinary Counseling," Educational and Psychological Measurement, 16:68-81, Spring, 1956.
42. Williamson, E. G., and Foley, J. D., Counseling and Discipline, New York: McGraw-Hill Co., 1950.
43. Williamson, E. G., Jorve, Warren, and Lagerstedt-Knudson, Barbara, "What Kinds of College Students Become Disciplinary Cases?" Educational and Psychological Measurement, 12:608-19, Winter, 1952.
44. Wrenn, G. C., "Student Discipline in College," Educational and Psychological Measurement, 9:625-33, Part II, Autumn, 1949.

APPENDIX A

PROCEDURE FOR HANDLING OF STUDENT DISCIPLINARY SITUATIONS
BY ALL-UNIVERSITY JUDICIARY COMMITTEE

During registration Spring Quarter of 1956, the students of Michigan State were offered an opportunity to vote on an Amendment to their All-University Constitution which made it MANDATORY for all students who violate University Regulations or Public Laws to have their cases heard by the Judiciary Committee of All-University Student Government.

The amendment excepted students in need of remedial or rehabilitative services and students who requested permission for his or her situations to be handled by Administrative officials. This permission is secured by writing a letter to the Director of the Men's or Women's Divisions of Student Affairs, but permission is not granted unless special circumstances warrant an exception.

The above mentioned Amendment was passed and is now the standard operating procedure. The procedure is outlined below for clarification to students.

1. Complaint will come to Dean of Students, Director of Men's Division or Director of Women's Division.
2. Student will be called to one of the above offices. The student will be interviewed to ascertain that the student did create a disciplinary situation.
3. Student will be told that his or her situation is to be handled by the All-University Student Judiciary Committee at a specified time and place.
4. The Chief Justice of the Court will be notified of students who need to come before the Court and the disciplinary situation they created.
5. Chief Justice, or some other Justice, will come to the Men or Women's Division to collect information about the student.
6. Chief Justice will be informed of need for investigation and will have one or more members of the Court investigate the situation. The members of the Dean of Students Office will assist in investigation if asked to do so by the Chief Justice.
7. The student will appear before the Court. Case will be heard in accordance with the All-University Constitution.
8. The disciplinary forms which will include the Court's decision will be forwarded to the Director of the Men or Women's Division of Student Affairs.

9. The student will be notified by mail of the action taken against him or her.
10. The student can then appeal the decision of the Court to the Faculty Committee on Student Conduct, but only with the Dean of Student's consent.

APPENDIX B

STUDENT CONDUCT REPORT FORM

**STUDENT CONDUCT REPORT
MICHIGAN STATE UNIVERSITY**

81

Date

Student

St. No.

Local Address

Parent

1. Complaint:

2. Background:

Parents you live with? ☐ Father
 ☐ Mother
 ☐ BOTH

Father's
Occupation _____

High School _____ Year graduated _____

Non-Veteran _____ Veteran _____ Length of Military Service _____

3. Present Status of Student:

Age _____ ROTC _____ Air Force _____ Army _____

School Year _____ Previous Probations _____ Previous Reports _____

Major _____ Credits carried _____ Credits earned _____ Pts. earned _____

4. Potentialities of Student:

MSU Point Average _____

Last Term Pt. Ave. _____

Last Term Absences _____

Test Scores

Proficiency		Psychological			Reading		
Eng.	Arith.	Q.	L.	T.	V.	C.	T.

5. Recommended Action on Student:

6. Dean of Students Action:

APPENDIX C

NON-CONFORMIST REPORT FORMS

DEAN OF STUDENTS
NON-CONFORMISTS REPORT

83

Men's Residence Halls

TO: EDUCATIONAL DIRECTOR
BRODY HALL

(Student)	(Student No.)	(Hall)	(Room No.)	(Date)
☐ Academic	☐ Gambling		☐ Personal Hygiene	
☐ Anti-Social	☐ Immorality		☐ Poor housekeeping	
☐ Alcohol	☐ Noise		☐ Profanity	
☐ Explosives	☐ No respect for authority		☐ Meal Ticket	
☐ Fighting	☐ No respect for regulations		☐ violation	

Others: _____

DETAILS:

cc: Unit Manager

Resident Adviser

DEAN OF STUDENTS
NON-CONFORMISTS REPORT

84

Men's Residence Halls

TO: ASSISTANT TO DEAN OF STUDENTS
IN CHARGE OF RESIDENCE HALLS

(Student)	(Student No.)	(Hall)	(Room No.)	(Date)
☐ Academic	☐ Gambling		☐ Personal Hygiene	
☐ Anti-Social	☐ Immorality		☐ Poor housekeeping	
☐ Alcohol	☐ Noise		☐ Profanity	
☐ Explosives	☐ No respect for authority		☐ Meal Ticket	
☐ Fighting	☐ No respect for regulations		☐ violation	

Others: _____

DETAILS:

cc: Unit Manager

Resident Adviser

APPENDIX D

TERM FREQUENCIES OF STUDENTS IN THE POPULATION WHO
PARTICIPATE IN VARIOUS ACADEMIC ACTIVITIES

TERM FREQUENCIES OF STUDENTS IN THE POPULATION WHO
PARTICIPATE IN VARIOUS ACADEMIC ACTIVITIES

Disciplinary Students Who Changed												
Preference One or More Times Each Term												
	F	W	S	F	W	S	F	W	S	F	W	S
Preference	53	54	54	54	55	55	55	56	56	56	57	57
Change Students	12	7	14	6	16	19	9	10	11	4	0	4
No Preference												
Change Students	110	115	108	116	106	103	113	112	111	118	122	118
Non-Disciplinary Students Who Changed												
Preference One or More Times Each Term												
	F	W	S	F	W	S	F	W	S	F	W	S
Preference	53	54	54	54	55	55	55	56	56	56	57	57
Change Students	189	97	186	77	47	241	150	98	101	53	31	48
No Preference												
Change Students	2101	2193	2104	2213	2243	2049	2140	2192	2189	2237	2259	2242

PARTICIPATION IN ACADEMIC ACTIVITIES (cont.)

Disciplinary Students Who Withdrew From School One or More Times Each Term														
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
53	54	54	54	55	55	55	56	56	56	57	57	57	57	57
Withdrawal Students														
1	3	11	10	0	11	0	5	4	4	4	30			
No Withdrawal Students														
121	119	111	112	122	111	122	117	118	118	113	92			
Non-Discipline Students Who Withdrew From School One or More Times Each Term														
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
53	54	54	54	55	55	55	56	56	56	57	57	57	57	57
Withdrawal Students														
194	100	291	81	42	195	90	36	82	16	31	610			
No Withdrawal Students														
2096	2190	1999	2209	2248	2095	2200	2254	2208	2274	2259	1680			

PARTICIPATION IN ACADEMIC ACTIVITIES (cont.)

Disciplinary Students Who Contacted The Counseling Center One or More Times Each Term												
F	W	S	F	W	S	F	W	S	F	W	S	F
53	54	54	54	54	55	55	55	56	56	56	57	57
Contact Students												
16	14	7	13	21	14	12	3	3	2	2	2	2
No Contact Students												
106	108	115	109	101	108	110	119	119	120	120	120	120
Non-Disciplinary Students Who Contacted The Counseling Center One or More Times Each Term												
F	W	S	F	W	S	F	W	S	F	W	S	F
53	54	54	54	55	55	55	56	56	56	57	57	57
Contact Students												
265	258	116	169	207	224	105	49	30	43	14	13	13
No Contact Students												
2025	2032	2174	2121	2083	2066	2185	2241	2260	2247	2276	2277	2277

PARTICIPATION IN ACADEMIC ACTIVITIES (cont.)

Disciplinary Students Who Attempted to Accelerate Courses One or More Times Each Term						
	F	W	S	F	W	S
	53	54	54	54	55	55
Acceleration Attempt Students	2	6	12	0	2	0
No Acceleration Attempt Students	120	116	110	122	120	122

Non-Disciplinary Students Who Attempted to Accelerate Courses One or More Times Each Term						
	F	W	S	F	W	S
	53	54	54	54	55	55
Acceleration Attempt Students	33	103	197	77	83	8
No Acceleration Attempt Students	2257	2187	2093	2213	2207	2282

PARTICIPATION IN ACADEMIC ACTIVITIES (cont.)

Disciplinary Students Who Used the Improvement Services One or More Times Each Term						
	F	W	S	F	W	S
	53	54	54	54	55	55
Improvement Service Students	20	13	5	6	2	4
No Improvement Service Students	102	109	117	116	120	118
Non-Disciplinary Students Who Used the Improvement Services One or More Times Each Term						
	F	W	S	F	W	S
	53	54	54	54	55	55
Improvement Service Students	477	271	144	51	49	22
No Improvement Service Students	1813	2019	2146	2239	2241	2268

PARTICIPATION IN ACADEMIC ACTIVITIES (cont.)

		Disciplinary Students Who Repeated Courses One or More Times Each Term					
		F 53*	W 54	S 54	F 54	W 55	S 55
Repeat Students			15	23	23	27	21
No Repeat Students			107	99	99	95	101
		Non-Disciplinary Students Who Repeated Courses One or More Times Each Term					
		F 53*	W 54	S 54	F 54	W 55	S 55
Repeat Students			200	257	237	317	224
No Repeat Students			2090	2033	2053	1973	2066

* Because it was not possible for a student to repeat a course at this time, the column for the Fall term of 1953 is blank.

APPENDIX E

DIFFERENCES BETWEEN THE INDIVIDUAL GRADE POINT AVERAGES
OF DISCIPLINARY STUDENTS AND THE MEAN GRADE POINT
AVERAGES OF NON-DISCIPLINARY STUDENTS FOR THE
QUARTERS PRIOR TO, AT THE TIME OF, AND
FOLLOWING THE OFFENSE

Quarter of the Offense

-.23, -1.52, -.98, .06, -.23, .77, -.02, -.71, .11, -1.06, -.03, -.33,
 .29, .60, .33, -1.00, .17, -.12, -.76, -.69, .61, .16, -.45, .37, -1.20,
 .13, -1.38, -.20, .24, .27, -.70, -.63, -.06, -1.01, -.20, -.26, -.53,
 -.18, .41, -.01, -1.13, -.34, -.59, -1.59, -.01, .93, .12, -.26, -.57,
 .02, -.01, -.26, 1.37, -1.13, -.76, -.18, -.06, -.57, -.01, .30, -.40,
 -1.28, -.34, -.14, -.40, -.69, -.17, -.90, .58, -.59, -.41, -.12, -.46,
 -.75, -.31, -1.43, -.64, .63, -.31, -1.14, -1.44, .45, -.05, .64, -.13,
 -.11, -.74, .09, -.57, -.26, -1.63, -.02, -1.10, -.98, -.75, -1.45, -.80,
 -.74, -.19, -.06, -.25, -.91, .54, -.58, -.83, -.02, .43, -1.15

One Quarter Before the Offense

.24, -1.56, -.64, 1.10, -.87, .56, .02, .02, -.64, -.41, .00, .30, .36,
 -.47, .48, .17, -.31, -.46, -.32, -1.04, .94, -.17, .13, .06, .28, .50,
 1.30, -.45, -.45, -.67, -.61, -.88, -.26, -.84, .02, .47, .51, -.13,
 -.86, -1.61, -.15, -.59, .36, -1.12, .92, -.55, -.78, -.46, -.05, .35,
 -.40, -.40, -.28, -1.49, -.41, -.90, -.25, .40, 1.04, -.24, -.25, -.14,
 -1.57, -1.05, -.55, -.45, .71, -.90, -.58, -.47, -1.01, .02, .04, -1.41,
 .31, -.04, .27, 1.72, -.28, -.33, -.19, .41, -.32, -1.04, -.79, -.59,
 -.61, -.67, -.17, .33, .26, -.81, -.71, -1.08, .40, -.80, -1.33, 1.11,
 -.77, .26, -.40, -.46, .48, .27, -.33, -.01, .23, -.60, -.94, -.27, .34,
 -.14, -1.74, -.33, .26, -.83, -1.00, .40, 1.04, .06, .00, -.77, -.07

Two Quarters Before the Offense

.42, -.47, -.80, .90, -.35, -.94, .24, -.29, .58, -1.13, -.60, .48, -.06,
 -.34, .59, .08, .04, -.76, .66, .44, -.91, -.73, .06, 1.41, .06, -.23,
 -.94, .54, 1.08, -.90, .06, -.54, -.48, -.33, -1.40, .48, -.21, -.21,
 -1.63, -.47, .60, -.02, 1.53, -.19, .00, -.25, -.12, -.37, -.79, -.25,
 -.65, -.38, -.19, .89, -.06, -.25, -.87, .22, -1.11, 1.42, -.44, 1.39,
 1.30, -.01, -.70, -1.11, -.26, -.97, -.76, -1.34, -1.61, -.43, -.40,
 .07, .66, -1.21, -1.03, -.05, .42, -.53, -.42, .03, .41, -.24, -.93,
 -.53, -.63, -.42, .62, -.88, .58, .32, -.57, .95, -.48, .08, -.94, .01,
 -.40, -.63, -.39, .21, -.39, -.02, .47, -1.19

One Quarter After the Offense

.38, -1.00, -.50, -.19, .29, -.32, .97, -.40, -.42, .13, 1.37, .19,
 -.65, -.12, -.50, -.12, -.19, .28, .81, .28, .15, -.13, -.87, -.76, .57,
 -1.59, -1.57, .87, -1.14, .05, .49, -.85, -.20, -.11, -.07, -1.51, -.84,
 .30, -.08, -.32, .03, -1.34, -.32, 1.21, .67, -.43, -.26, .17, -.05,
 1.22, -.84, .41, -.91, .29, -.46, 1.07, -.98, -.52, -.55, -.37, -.11,
 -.02, -.02, .11, .08, .40, -.31, -1.14, -1.00, .47, -.07, -.23, -.04,
 .18, -.05, .12, .83, .19, .05, .49, -.61, -.33, -.53, -.42, -1.04, -.01,
 -.05, -.15, .05, -.31, .81, -1.42, -.24, -.13, -.42, -.42, -.22, -1.57,
 -.98, .43, -.44, -.17, -.33

Two Quarters After the Offense

.25, -1.32, -1.42, .44, .31, -.06, .97, -.63, -1.26, -.26, .93, -.19,
-.09, .41, -.20, .03, -1.11, -.57, -.20, -1.38, -.61, -1.03, .49, -.72,
-.34, .46, -.40, 1.41, -1.34, -.28, -.06, .22, -.73, .41, -1.28, -1.49,
1.05, .26, -.42, -.71, -.34, .45, -.24, 1.19, -1.31, -.48, -.84, .47,
.13, .99, -.86, -.31, -.24, -.57, .26, .14, -1.11, -.52, .58, -.71,
.42, -1.20, -.34, -.19, .04, -.98, -.27, -.27, .13, -1.34, .17, .88,
-.18, -.76, .29, -.12, -.51, -1.34, -.12, .02, -.11, -.11, -1.18, -.04,
-.94, -.25,

ROOM USE ONLY

~~JAN 7 1960~~

~~JAN 30 1960~~

~~FEB 13 1960~~

~~APR 2 1960~~

~~MAY 5 1960~~

~~MAY 31 1960~~

~~JUN 11 1960~~

~~AUG 8 1960~~

~~AUG 22 1960~~

~~NOV 7 1960~~

~~DEC 2 1960~~

~~AUG 31 1961~~

~~NOV 8 1961~~

~~JAN 13 1960~~

~~JAN 19 1960~~

~~JUL 13 1964~~ pd.

~~APR 20 1962~~

~~APR 20 1962~~

~~AUG 5 1966~~

MICHIGAN STATE UNIV. LIBRARIES



31293104843903