

II. SCHOLASTIC ACHIEVEMENTS OF SUPERNORMAL FRESHMEN

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In the fall of 1923, 1924, and 1925, in an orientation course for freshmen in the School of Education, Oklahoma A. and M. College, the Ot's Self-Administering Mental Test was given. In these three freshmen classes, the total number taking the test was 454. Of these 454, there were 87 (i.e. 19%) whose I. Q. was 110 or above. These are here classed as supernormal.

Table I.

Supernormal Freshmen (I. Q. 110-130).

Fall, 1923	-----22 out of 105
Fall, 1924	-----28 out of 164
Fall, 1925	-----37 out of 185
Total	-----87 out of 454 (i.e. 19%)

In these same three freshmen classes, there were 50 (i.e. 11%) whose I. Q. was 89 or below. These are classed as subnormal.

Table II.

Subnormal Freshmen (I. Q. 73-89).

Fall, 1923	-----10 out of 105
Fall, 1924	-----18 out of 164
Fall, 1925	-----22 out of 185
Total	-----50 out of 454 (i.e. 11%)

One year after the mental test was given, a study was made of the college scholarship record, as indicated by the final grades for the three quarters of the freshman year. This we have classed as scholastic achievement. The Honor Roll is a list of the ten highest students in the School of Education, and is made up each quarter. Of the 87 supernormal freshman, 13 (i.e. 14%) were on the Honor Roll.

Table II.

Supernormal Freshmen on Honor Roll.

Year 1923-24	-----4 out of 22
Year 1924-25	-----5 out of 28
Year 1925-26	-----4 out of 37
Total	-----13 out of 87 (i.e. 14%).

Of the 50 subnormal freshmen, 1 (i.e. 2%) was on the Honor Roll. It is interesting to note that this student had an I. Q. of 89.

Table IV.**Subnormal Freshmen on Honor Roll**

Year 1923-24	-----	0 out of 10
Year 1924-25	-----	1 out of 18
Year 1925-26	-----	0 out of 22
Total	-----	1 out of 50 (i.e. 2%).

Comparing Table III with Table IV, it appears that the supernormal group had 14% of its numbers on the Honor Roll, while the subnormal group had but 2%. This would seem to indicate that there is seven times the probability that a supernormal freshman will "make" the Honor Roll than there is that a subnormal freshman will.

A study of high records yields similar results. A student was regarded as having a "high record" if he had no failures and maintained an average grade of 85% or better. (A passing grade at Oklahoma A. and M. College is 70%.) Of the 87 supernormal freshmen, 37 (i.e. 42%) made high records during the freshman year.

Table V.**High records of Supernormal Freshmen.**

Year 1923-24	-----	10 out of 22
Year 1924-25	-----	11 out of 28
Year 1925-26	-----	16 out of 37
Total	-----	37 out of 87 (i.e. 42%).

Of the 50 subnormal freshmen, only 3 (i.e. 6%) made high records during the freshmen year.

Table VI**High Records of Subnormal Freshmen.**

Year 1923-24	-----	1 out of 10
Year 1924-25	-----	1 out of 18
Year 1925-26	-----	1 out of 22
Total	-----	3 out of 50 (i.e. 6%).

Comparing Table V with Table VI, it appears that 42% of the supernormal group made high records, while but 6% of the subnormal group did so. This would seem to indicate that the probability of making a high record in scholarship during the freshman year is seven times as great for the supernormal freshman as for the subnormal.

A study was made of the low records of the two groups. A student was regarded as having a "low record" if he had failed or conditioned several courses and maintained an average grade of less than 75%. Of the supernormal freshmen, 8 (i.e. 9%) made low records during the freshman year.

Table VII.

Low Records of Supernormal Freshmen

Year 1923-24	-----	2 out of 22
Year 1924-25	-----	2 out of 28
Year 1925-26	-----	4 out of 37
Total	-----	8 out of 87 (i.e. 9%).

Of the 50 subnormal freshmen, 24 (i.e. 48%) made low records during the freshman year.

Table VIII.

Low Records of Subnormal Freshmen.

Year 1923-24	-----	4 out of 10
Year 1924-25	-----	8 out of 18
Year 1925-26	-----	12 out of 22
Total	-----	24 out of 50 (i.e. 48%).

Comparing Table VII with Table VIII, it appears that low records were made by 9 percent of the supernormal group and by 48% of the subnormal group. This would seem to indicate that the probability of making a low record in scholarship during the freshman year is 5 1-3 times as great for the subnormal freshman as for the supernormal.

In conclusion, the question is suggested: Why should the probability of being on the Honor Roll and of making a high record be 7 to 1 in favor of the supernormal freshman when compared with the subnormal, while the probability of making low records is only 5 1-3 to 1 in favor of the subnormal freshman?