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A Comparison in Academic Achievement of the Student in the Upper Quartile with Those in the Lower Quartile as Measured by Aptitude Tests

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One factor at a time can then be varied and the relative importance of the several elements in the artistic tone determined. The device is also very convenient for demonstrating in the classroom the principle of *sonance*.¹

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A COMPARISON IN ACADEMIC ACHIEVEMENT OF
THE STUDENTS IN THE UPPER QUARTILE WITH
THOSE IN THE LOWER QUARTILE AS
MEASURED BY APTITUDE TESTS

J. E. EVANS

Of the 464 freshmen included in this study fifty-five were in the lower quartile and 109 in the upper. The tests used for the study were the I. S. C. Aptitude Test and the Engineering Information Test.

The fifty-five students in the lower quartile made 196 failures during the first three terms, while the 109 students made 169 failures in the same time.

Fifty-nine per cent of the failures in the lower group were in Mathematics, English, and Chemistry. Seventy-two per cent of the failures of the better group were in Mathematics, Physical Education, and English.

Forty per cent of the low group were dropped from school by the scholarship committee, as against seven per cent of the better group. Forty-one per cent of the low group left of their own accord while thirty-four per cent of the better group left of their own cause.

Of the fifty-five students no one made a term average of more than eighty-nine, and not one of the group could keep his average up to or above eighty-two each of the seven terms he was in college. In the fall of 1928 only nine of the fifty-five students were left in college, and two of these made an average grade below seventy-five per cent which is the passing grade. Sixty-three per cent of the upper group were left in school.

¹As introduced by Metfessel: "Sonance as a Form of Tonal Fusion," *Psych. Rev.*, 1926: 33: 459-464.