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A study of the Richmond College conditional admissions program

James Milton Wilson

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A STUDY OF THE RICHMOND COLLEGE CONDITIONAL ADMISSIONS PROGRAM

**A Thesis
Presented to
the Graduate Faculty of
The University of Richmond**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education**

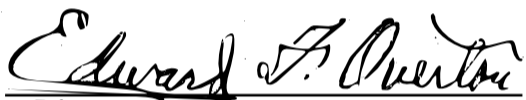
**by
James Milton Wilson, III
August 1963**

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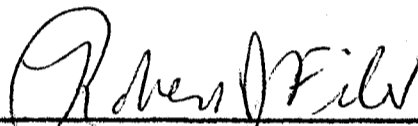
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James Milton Wilson, III, B.A.

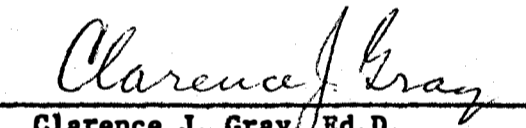
candidate for the degree Master of Science in Education, and hereby certify its acceptance.



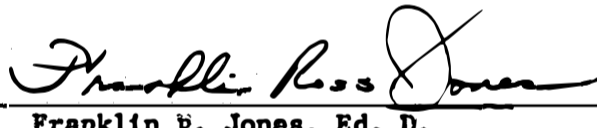
Edward F. Overton, Ph.D.
Professor of Education and
Dean of the Summer School
University of Richmond



Robert J. Filak, Ph.D.
Associate Professor Psychology
University of Richmond



Clarence J. Gray, Ed.D.
Professor of Modern Languages
University of Richmond



Franklin R. Jones, Ed. D.
Professor of Education
Randolph-Macon College
Visiting Lecturer in Education



William H. Leftwich, Ph.D.
Assistant Professor of Psychology
University of Richmond

Date: Aug. 2, 1963

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CHAPTER I

INTRODUCTION

This is a study of the selection technique used by the Admissions Committee at Richmond College known as the Summer School and If Program.* Under this program selected applicants who do not meet the admission standards are given the opportunity to attend the University Summer School to prove their ability to do college work. Upon successful completion of Summer School these students are unconditionally admitted to Richmond College.

I. THE PROBLEM

Statement of the Purpose. It is the purpose of this study to: (1) give a historical sketch of the SS&If Program; (2) trace the academic progress of freshman SS&If students through the University of Richmond, 1954-1962; (3) analyze SS&If students' tests results, derived from the University's Freshman Testing Program, 1954-1961; and (4) analyze the results of a special battery of tests given to a group of Summer School SS&If students prior to starting their summer school work.

Value of the Study. The information gathered on the history of the SS&If Program and the academic progress of SS&If students should

* Hereafter referred to as SS&If

prove valuable to the Richmond College Admissions Committee. This investigation will provide a means of evaluating the SS&If Program that has not been available before.

It was hoped that through an analysis of test scores certain characteristics would be found that would distinguish the successful SS&If student from the unsuccessful SS&If student. This data would greatly assist the Admissions Committee in the selection of applicants who are admitted on the SS&If Program.

Collection of Data for Study. A list of SS&If students entering Richmond College 1954-1962 was obtained from the Dean's Office. It was immediately recognized that the students entering College for the first time were preponderant on each list with only a small percentage of the applicants being transfer students. Realizing the difficulty in treating the transfer students as a group, it was decided for the purpose of this study to use only those students who had not previously attended a college or university.

Using a form prepared by the author (See Appendix A), information on the selected students was secured from the permanent records in the Registrar's Office. The data garnered was: (1) number of years of language taken in high school, (2) freshman test results, and (3) academic progress at the University.

Information for the writing of a brief history of the SS&If Program was obtained through interviews with present and former Admissions Committee members. Also, Richmond College Catalogues

and Annual Reports of the President were reviewed for information pertinent to the SS&If Program.

To obtain data on a group of SS&If students prior to starting the Summer School work, the writer administered a special battery of tests to all 1960 Summer School SS&If students who had not previously attended a college or university. The special battery of tests was composed of selected sub-tests of the Iowa Silent Reading Tests, The Guilford-Zimmerman Temperament Survey, and the Cooperative School and College Ability Test.

II. DEFINITION OF TERMS

SS&If Program. This is a program used by the Richmond College Admissions Committee to give selected applicants, who do not meet the admissions standards, an opportunity to qualify for Richmond College by successfully completing prescribed course work at the University Summer School.

SS&If'er. An applicant who is placed in the SS&If Program by the Richmond College Admissions Committee.

Drop-outs. Students who left school as a result of (1) academic deficiency, (2) transfer, (3) leaving on own accord, (4) honor council offense, and (5) death.

Graduate. A graduate is a student who obtains his bachelor's degree in three or more years.

Successful (Unsuccessful) Summer School Student. A student who met (did not meet) the requirements of the Admissions Committee and entered (did not enter) Richmond College. Students who met the Summer School requirements but did not enter Richmond College were not included in the study.

Successful (Unsuccessful) Freshman Student. A student who entered (did not enter) his second year immediately following his first year at Richmond College.

III. REVIEW OF LITERATURE

In recent years much has been written in regard to student selection and prognosis of student scholastic success. However, no specific published studies were found on conditional admissions programs which require the applicant to perform successfully in summer school before being admitted to the regular college session.

In an attempt to find information on schools using conditional admissions programs, college catalogues and bulletins were searched. The University of Maryland was the only school found to be using a similar program. The University of Maryland's bulletin states under the heading Pre-College Summer Session:

Any Maryland resident whose scholastic average in major subjects for his junior year in his high school and his first semester of his senior high school year, falls below the "C" level is likely to be required to attend the University Pre-College Summer Session.

The Pre-College Summer Session is held at College Park, Maryland and is preceded by a brief orientation period. During this session, which runs concurrently with the regular University Summer Session, students will be required to take a full academic work load, including English I. A special program of advisement and counseling as well as reading and study skills instruction will be provided.¹

From the above sketch of The University of Maryland's Program it appears that a great deal of emphasis is placed on orientation and preparation of student for regular college, rather than the Program being a selection technique. In this way, it differs from the Richmond College Program which is geared to use as a selection tool.

In an unpublished study done in 1958 by Dr. Robert J. Filer, the academic progress of SS&I students (both freshman and transfers) who had been admitted to Richmond College, 1954 through 1958, was examined. It was reported that out of 21 students who entered the regular session in 1954 only 4 graduated. Out of the 230 students who were given the opportunity to go to summer school 1954-1958, 144 or 63 per cent attended the regular session. Filer reported that:

A comparison of the SCAT total scores obtained on the 1957 group admitted to the regular session, shows that the average score for the students who completed the freshman year satisfactorily was at the 48th percentile, whereas, the average score

¹The University of Maryland Bulletin, An Adventure in Learning, A Guide to the Undergraduate Programs. Vol. 17, No. 4 (Maryland, The University of Maryland, 1961), p. 8.

for the students who do not complete the first year successfully was at the 34th percentile. Approximately 50 per cent of the unsuccessful group had percentiles below the 25th percentile. Only 14 per cent of the successful group had ratings below the 25th percentile. The four students of the 1954 groups who graduated had ACE percentile ratings of 99, 88, 75, and 47.²

This study indicated that additional follow-up was necessary to evaluate effectively the SS&If Program.

²Robert J. Filer, "Summer School and If Study," Richmond College, 1958. (See Appendix E)

CHAPTER II

HISTORICAL SKETCH OF THE RICHMOND COLLEGE FRESHMAN SS&IF PROGRAM

While no definite date can be established for the beginning of the SS&If Program at Richmond College, a statement found in the 1954 Summer School Report to the President of the University of Richmond, indicates that the program had its formal beginning in the early 1950's.

This statement made by the Dean of the Summer School was:

For the past several years, we have admitted to the Summer School, students who at the time of application did not appear to be capable of doing college work or who were seriously deficient in entrance requirements. They were notified that if they would attend summer school and make a grade of "C" or better, the applications for September would be reviewed. In our office lingo, we refer to such students as SS&If's.¹

To understand fully the reasons behind the development of the SS&If Program it is necessary first to trace the history of the Admissions Committee at Richmond College.

Prior to 1945 the responsibility of admissions was left entirely up to the Dean of Richmond College. Selection was a relatively easy task because there was space available for just about every high school graduate who made application. In June, 1945 Dean Raymond B. Pinchbeck returned to Richmond College from three years of active duty in the

¹E. F. Overton, "Report to the President, Summer School, 1954," University of Richmond. (Unpublished report dated January 21, 1955).

Navy. Concurrent with his return, there began a great influx of applications from veterans desiring admission to Richmond College.

With a recognized need for assistance in selecting students, due to the great number of applications in excess of space available, a temporary faculty admissions committee was established. In his April 26, 1946 report to President Modlin, Dean Pinchbeck made the following recommendation:

It is recommended that the Richmond College Admissions Committee be made a permanent committee, and its functions enlarged to include arrangements for interviewing applicants, as well as passing on their admission. This would greatly relieve the congestion in the Dean's office, permit the Dean to devote more time to counseling students now in college and improve the Committee's efficiency in passing on admissions.²

Formal recognition of the Admissions Committee as a permanent faculty committee was given in the 1946 Richmond College Catalogue. (See Appendix B). This new committee had a tremendous task of sifting through the applications and picking the most qualified students. At first there was no real blueprint to follow in making the decision to take or reject an applicant. The decision on the good or bad applicant was an easy one. But, in the case of the borderline applicant, the committee's mood is reported to have been the deciding factor as to whether or not the applicant was admitted.

²Raymond B. Pinchbeck, "Report of Richmond College," The University of Richmond Annual Report of the President (Virginia: The University of Richmond, 1946), p. 23.

During the upward surge of enrollment to a record high of 1,446 in the 1948-49 session the Admissions Committee constantly raised the admissions standards. (See Appendix C) Soon after 1945, there developed a standard of giving preference to applicants who met the entrance requirements and graduated in the upper half of their secondary school class.

Dean Pinchbeck is said to have held the belief that everyone who completed secondary school successfully should have a chance to go to college if he wanted to attend. Prior to 1945 he was able to follow this philosophy, but as more and more applicants were turned down due to their inability to qualify under the higher admission standards, it is reasonable to assume that the Committee under Dean Pinchbeck's leadership, searched every possible method to treat applicants on an individual basis.

Not being able to admit everyone who made application presented many new problems that Richmond College had not been faced with before. Some of the puzzling problems were: What to do with the applicant who did not meet the admissions standards but had excellent letters of recommendation from influential Baptist ministers, alumni, and friends of the College; and what to do with the son of an alumnus who did not meet the admissions standards.

One of the answers to the above problems was to allow the applicant to go to Summer School and if he did well in his course work he would be admitted to Richmond College in the fall. While

this selection method was used sparingly at first, it later developed into the formal program known as the SS&If Program.

The Richmond College enrollment turned downward after the 1948-49 session. The President in his 1950 Annual Report wrote:

As we face a future of declining enrollments and lower income, we shall encounter increasing difficulty in reducing operations and cutting the budget a proportionate degree.³

The following year he wrote:

In an effort to offset somewhat the expected decline in enrollment, the University Recruitment Committee has intensified its activities in informing prospective students about the institution ... as a result ... the decrease in total enrollment next year may not be so serious as was earlier feared.⁴

While no substantial evidence can be found it is remembered by Dr. S. B. Cousins that a memorandum was passed among the Admissions Committee, during this period, asking them to bear in mind the economic considerations of operating the University, and approve as many applicants as possible. This request probably sent the committee searching for a way to comply, but also hold to the admissions standards that had risen through the 1945-1950 period.

As Dean Overton's 1954 Summer School Report indicates, the SS&If Program had its formal beginning somewhere in the early fifties. With the above data it is relatively easy to conceive of the economic

³George M. Modlin, The University of Richmond Annual Report of the President (Virginia:The University of Richmond, 1950), p. 15.

⁴George M. Modlin, The University of Richmond Annual Report of the President (Virginia:The University of Richmond, 1951), p. 4.

factor as the impetus for its formalization. In any event, since 1954, records show that 457 freshmen SS&If applicants have taken advantage of the opportunity presented to them by the Admissions Committee.

Upon the death of Dean Finchbeck in 1957, Dr. Robert F. Smart became the Dean of Richmond College and the Chairman of the Admissions Committee. The Committee was not new to him for he had been a member since 1947. Under his leadership the SS&If Program continued on its same course and the records indicate that more applicants have been SS&Ifed each year than any year prior to 1957.

During the early days of the formalized SS&If Program an applicant was usually SS&Ifed if he had (a) a questionable secondary school academic record but some evidence of potential (e. g. good interview with Dean, excellent recommendation from secondary school, good secondary school test scores, etc.), or (b) a questionable secondary school academic record but a strong request made by an alumnus, Baptist minister or friend of the College to take the applicant, or (c) in some cases, a good secondary school academic record but a serious deficiency in entrance requirements.

From 1957 to 1961 pre-admission tests were required of some applicants before the Committee would SS&If them. In 1962 all applicants were required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Thus, since 1957 another reason to SS&If an applicant has been a questionable secondary school academic record but good pre-admission test scores.

Starting with the 1962-1963 session, Mathematics 51 and 52* were eliminated from the regular session offerings. This means that all Committee-approved applicants from 1962 on, with a mathematics deficiency are SS&Ifed to make up this deficiency. Prior to this time it was not necessary in every case to SS&If a person for this deficiency.

It is estimated that out of the applicants given the opportunity to attend the University Summer School only 50 per cent accept the offer. Those who accept are advised by the Committee as to the courses they should take in Summer School. Form letters (see Appendix F) indicate that from 1954 to 1956 SS&If applicants were advised:

You can take at least two courses, preferably English 101-2 and Mathematics 101-2, (or History 107-108 - added 1955 and 1956) for the full eleven weeks. If you are successful in passing this summer work with a grade of "C" or better, the Committee will review your record and admit you to the fall semester of Richmond College. (See Appendix F)

It is reasonable to believe, also, that in special deficiency cases the applicant was advised of the specific course or courses he should take.

In the form letters sent to SS&If applicants from 1957-1960, the following statement was made:

You must take two courses. If you have deficiencies in admission requirements such as mathematics or language, you

*Non-credit high school mathematics courses required of students who are deficient in their mathematics admission requirement.

will be expected to make up these deficiencies by taking Mathematics S51-S52 or a beginning language numbered S101-S102. Otherwise, you will take two regular freshman courses numbered in the S100's ... If you are successful in passing your summer school work with a grade of "C" or better, you will be admitted to the fall semester of Richmond College. (See Appendix F)

In 1961 and 1962 the SS&If applicants were told:

The Committee wishes to give you the opportunity to qualify for admission by attending the University of Richmond Summer School for its eleven weeks session and completing during this time two full courses, totaling twelve semester hours, with grades of "C" or better. If you enroll in the Summer School and meet these requirements you will be admitted unconditionally to Richmond College in September. (See Appendix F)

A separate list of courses that could be taken in Summer School was also given each SS&If'er. The list stated that two of the four following subjects must be taken: English 101-102, History 107-108, Mathematics 101-102 (Mathematics 51-52 to make up entrance deficiency) and a Foreign Language (101-2 for those who have to satisfy entrance requirements and 103-104 for those who maintained "C" or higher grade in the same language in high school). (See Appendix F)

The current admission situation is one of more fully qualified applicants each year than spaces available. In 1945 it was the influx of veterans returning from World War II and now the influx is the result of the high birth rate in the forties. There appears to be a continuing need for the SS&If Program at Richmond College.

CHAPTER III

ACADEMIC PROGRESS OF FRESHMAN SS&IFERS AT THE UNIVERSITY OF RICHMOND 1954-1962

How well have the freshmen SS&Ifers done in the Summer School and the University of Richmond? This chapter will present in graphic form the progress of the SS&Ifers from the 1954 Summer School to the beginning of the 1962-63 Richmond College session. Also, the years of foreign language taken in secondary school by SS&Ifers will be presented.

Presentation of Tables

Table I, page 16, shows the progress of each class of SS&Ifers from 1954 to 1962. Out of the 457 SS&Ifers who started Summer School only 238 or 52 per cent of them actually entered Richmond College. Drop-outs during the first year have averaged about 35 per cent. It is noted that since 1959 the drop-out rate in the second year has declined considerably. Should this trend hold out, the percentage of those graduating should increase substantially over previous years.

Table II, page 17, presents the totals of each SS&If class starting Summer School 1954-1958 and the number of students who graduated three or more years later. These totals include Richmond College and School

of Business graduates. If students who are still enrolled in the University of Richmond are omitted, a total of 193 SS&Iers started Summer School with 26, or 13 per cent having obtained their degrees.

It is very interesting to note in Table III, page 17, that only 27 per cent of the 1954-1958 freshman SS&Iers graduated. While this percentage is probably somewhat less than the regular student graduation percentage, it was expected based on the group under study.

The number of SS&I drop-outs during the first year in Richmond College is shown in Table IV, page 18. For the period 1954-1961, the drop-out rate was found to be 34 per cent. The percentage of SS&I drop-outs ranged from a high of 60 per cent to a low of 13 per cent.

The data with regard to the number of years of foreign language taken in secondary school by SS&Iers entering Richmond College is presented in Table V, page 18. The percentage of SS&Iers with no preparation in foreign language ranges from a high of 50 per cent in 1954 to a low of 7 per cent in 1959.

TABLE I

ACADEMIC PROGRESS OF FRESHMEN SS&IFERS AT THE UNIVERSITY OF RICHMOND
1954 - 1962

Year	Summer School		1st Year		2nd Year		3rd Year		4th Year		Add. Yr. Imm. After 4th Year	
	Ent	D/O	Ent	D/O	Ent	D/O	Ent	D/O	Ent	D/O	Ent	D/O
1954	29	9 (31%)	20	8 (40%)	12	5 (42%)	7	0	7	1 (14%)	2	0
1955	32	13 (41%)	19	9 (47%)	10	6 (60%)	4	1 (25%)	3	2 (67%)	0	0
1956	27	12 (44%)	15	9 (60%)	6	3 (50%)	3	1 (33%)	1	0	0	0
1957	63	32 (51%)	31	13 (42%)	18	9 (50%)	9	1 (11%)	8	1 (13%)	0	0
1958	45	29 (64%)	16	2 (13%)	14	5 (36%)	9	1 (11%)	7	0	2	0
1959	78	50 (64%)	28	9 (32%)	19	3 (16%)	16	0	16			
1960	57	29 (51%)	28	6 (21%)	22	3 (14%)	19					
1961	62	12 (19%)	50	15 (30%)	35							
1962	64	33 (52%)	31									

Ent. - Entered
D/O - Drop-outs

TABLE II

FRESHMEN SS&IFERS STARTING SUMMER SCHOOL 1954 - 1958
AND GRADUATED THREE OR MORE YEARS LATER

Beginning Year	SS&Ifers Starting Summer School	Graduated*	%
1954	29	6	21%
1955	32	3	9%
1956	27	4	12%
1957	61	7	11%
1958	44	6	13%
Total	193	26	13%

* Both Richmond College and School of Business graduates included.

TABLE III

SS&IFERS WHO STARTED FRESHMAN YEAR 1954 - 1958
AND GRADUATED THREE OR MORE YEARS LATER

Beginning Year	Starting Freshman Year	Graduated	%
1954	20	6	30%
1955	19	3	16%
1956	15	4	27%
1957	29	7	24%
1958	14	6	43%
Total	97	26	27%

* Both Richmond College and School of Business graduates included.

TABLE IV
SS&IFER DROP-OUTS DURING FRESHMAN YEARS 1954 - 1961

Freshman Year	Number Beginning	Number Drop-Outs	%
1954	20	8	40%
1955	19	9	47%
1956	15	9	60%
1957	31	13	42%
1958	16	2	13%
1959	28	9	32%
1960	28	6	21%
1961	50	15	30%
Total	207	71	34%

TABLE V
NUMBER OF YEARS OF FOREIGN LANGUAGE TAKEN IN SECONDARY SCHOOL BY SS&IFERS ENTERING RICHMOND COLLEGE

Entering Freshman Year With	1954	1955	1956	1957	1958	1959	1960	1961
1 language 1 or more yrs.	9	11	8	21	13	25	21	45
2 languages 2 or more yrs.	1	4	0	1	0	1	3	1
None	10 (50%)	4 (21%)	7 (47%)	9 (29%)	3 (19%)	2 (7%)	4 (14%)	4 (8%)
Total	20	19	15	31	16	28	28	50

CHAPTER IV

AN ANALYSIS OF SS&IFER TEST RESULTS OBTAINED FROM THE UNIVERSITY'S FRESHMAN TESTING PROGRAM

It is the purpose of this chapter to analyze test scores obtained by SS&Ifers on the University's Freshman Testing Program in order to ascertain the degree of statistical relationship existing between freshman year academic success and these test scores. The methods employed are outlined below.

I. Subjects and Criterion

Lists of freshmen SS&Ifers for 1954 through 1961 were obtained from the Richmond College Dean's Office. Permanent records in the Registrar's Office were then searched and information pertaining to college success and freshman test results were recorded on a special form.

The original group was composed of 207 students. Two students were eliminated (one due to death and the other because of no test results on his permanent record) reducing the treatment group to 205. The treatment group was then divided into successful and unsuccessful groups based on entering the second year at Richmond College. The successful group was defined as all students who entered their second year immediately following their first year. There were 138 students who fell into this category. All remaining students were put into the

unsuccessful group. This group consisted of 67 students.

II. The Tests Employed

Two different tests were used in the Freshman Testing Program from 1954 to 1961. The test used from 1954 to 1956 was The American Council on Education Psychological Examination for College Freshmen, 1954 Edition, (ACE). From 1957 to 1961 the School and College Ability Test, Form IA, (SCAT) was used.

The general purpose of both tests is to measure school-learning ability. These tests also have been found to be a great deal of value as a placement and counseling tool, as well as prediction of general college success.

Both tests measure two kinds of school-related abilities which are most important in the greatest number of school and college endeavors: linguistic or verbal and quantitative.

Test results on the permanent record cards are recorded as standard scores. Both the ACE and SCAT tests yield two sub-scores and a total score. The scores obtained are: SCAT - verbal, quantitative and total; and ACE - linguistic, quantitative and total. Through a conversion table in the SCAT Manual the ACE scores may be converted to comparable SCAT scores.¹

¹Cooperative School and College Ability Tests (New Jersey and Los Angeles: Educational Testing Service, 1957), p. 13.

III. Statistical Procedure

After converting ACE scores to comparable SCAT scores the t test for the difference between two means was applied to the SCAT verbal, quantitative and total scores of the groups.² The hypothesis being tested was that there was no significant difference in test scores between the successful and unsuccessful groups.

When significant t values were obtained at .05 level or better, an expectancy chart was prepared to establish the predictability of success based on test scores. In preparation of the expectancy charts a computational scheme was used to obtain a chi square test for the independence of the two groups. (See Appendix D)

IV. Results

Table VI, page 23, presents the means and levels of significance by the t tests on the SCAT verbal, quantitative and total scores. The successful group had higher means for all three scores. However, only in the case of the SCAT quantitative score was there a significant difference. Hence, the hypothesis of no significant difference between the mean SCAT quantitative score of the two groups was rejected at the .05 level. It can be concluded from the results obtained that the SCAT

²Allen L. Edwards, Statistical Analysis, Revised Edition (New York: Rinehart and Company, Inc., 1959), pp.130-132.

quantitative score is a better predictor of first year success in the sample studied than either the SCAT verbal or SCAT total scores.

When preparing the expectancy chart on the SCAT quantitative scores, a chi square of 6.64 (1df) significant at .01 level, was found. Figure 1, page 24, shows the chances in a hundred of being successful based on specific test scores. It is readily seen from the spread of scores and chances of being successful that a person scoring 320-339 has only 15 chances more in a hundred of being successful than a person who scores 260-295. Thus, the SCAT quantitative score which is of statistical value has limited practical value as a predictor of first year success in the sample studied.

TABLE VI
SCAT MEANS, STANDARD DEVIATIONS AND t RATIOS FOR
SUCCESSFUL AND UNSUCCESSFUL FRESHMEN SS&IFERS

SCAT	N	MEAN	SD	t Ratio	
				t	P
Verbal					
Successful	138	295.97	11.19	1.72	
Unsuccessful	67	293.09	11.19		
Quantitative					
Successful	138	307.60	13.78	2.41	.05
Unsuccessful	67	302.61	14.17		
Total					
Successful	138	300.66	9.97	1.66	
Unsuccessful	67	297.42	17.94		

$t_{.95} = 1.96$

$t_{.99} = 2.58$

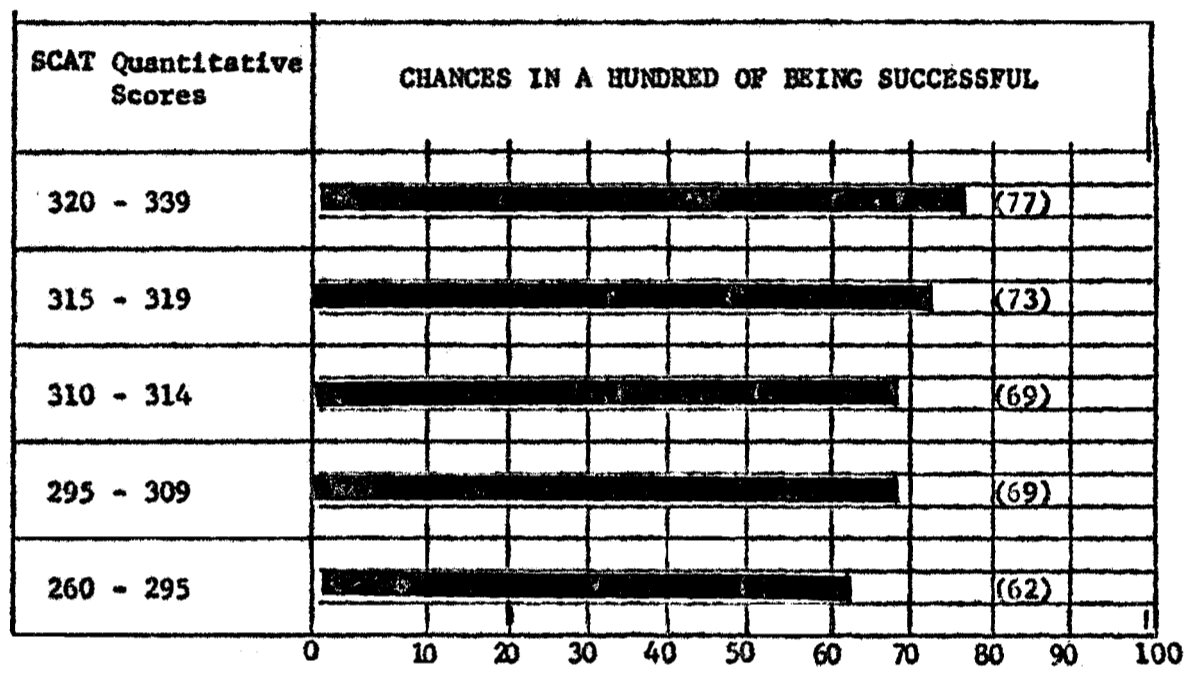


FIGURE 1
 EXPECTANCY CHART FOR FRESHMEN SS&IFERS
 SCAT QUANTITATIVE SCORES

CHAPTER V

ANALYSIS OF TESTS TAKEN BY 1960 SUMMER SCHOOL SS&IFERS

This chapter is an analysis of the results of a special battery of tests designed to examine the personality, reading ability, and school learning ability of the 1960 Summer School SS&ifers. The methods of analysis are outlined below.

I. Subjects and Criterion

A total of 41 out of the 50 students who were SS&ified in the 1960 Summer School were tested. The battery of tests administered to this group was composed of the Cooperative School and Ability Test (SCAT), the Guilford-Zimmerman Temperament Survey and selected subtests of the Iowa Silent Reading Tests (new edition).

At the end of the summer the total tested group was divided into two sections: successful and unsuccessful. There were 24 students who successfully completed the Admissions Committee requirements and 17 who were unsuccessful in being admitted to Richmond College.

II. The Test Employed

The SCAT, Form IA, was the first test in the battery. A discussion of this test has been given in Chapter IV.

The second test administered was the Guilford-Zimmerman Temperament Survey. This test is a self-description personality inventory that surveys ten traits: General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, and Masculinity,¹

The third test given was a group of selected sub-tests on the Advanced Test: Form AM of the Iowa Silent Reading Tests (New Edition). This test measures the proficiency of students in doing silent reading of the work-study type.² The main reason for using selected sub-tests instead of the whole test was to conserve testing time. The sub-tests used were: Rate and Comprehension, Directed Reading, Word Meaning and Paragraph Comprehension. The scores on the sub-tests were added and treated as a total score.

For the purposes of the analysis, converted scores were used for the SCAT and Iowa Silent Reading tests. The raw scores were used in the analysis of the Guilford-Zimmerman results.

¹J. P. Guilford and Wayne S. Zimmerman, Manual of Instructions and Interpretations: The Guilford-Zimmerman Temperament Survey (California: Sheridan Supply Company, 1949), p. 4.

²H. A. Greene, A. N. Jorgensen and V. H. Kelly, Manual of Directions: Iowa Silent Reading Tests (New Edition), Advanced Test. New York and Illinois: World Book Company, 1943. 15 pp.

III. Statistical Procedure

The t test for the difference between means was applied to the successful and unsuccessful groups, on the three tests in the battery. The Null Hypothesis projecting there is no significant difference in test scores between the successful and unsuccessful groups was employed.

When significant t values were obtained at the .05 level or better, an expectancy chart was prepared to establish the predictability of success based on test scores.

IV. Results

Table VII, page 29, presents the means and levels of significance by the t test on the verbal, quantitative and total scores of the SCAT. Significant t values were found on all three scores. Thus, the Null Hypothesis was rejected on all three results.

When an expectancy chart was used on the SCAT verbal score, a chi square of 4.20 (1 df), significant at the .05 level, was found. Figure 2, page 30, shows chances in a hundred of being successful based on verbal test scores. The SCAT quantitative score produced a chi square of 2.17 (1 df) which was not significant at the .05 level. A chi square of 8.30 (1 df), significant at the .01 level was found on the total score. Figure 3, page 30, shows chances in a hundred of being successful based on total test scores.

The Guilford Zimmerman results are reported in Table VIII, page 31. No significant t ratios were found, indicating the successful and

unsuccessful groups did not differ significantly on the personality traits measured.

In Table IX, page 32, the Iowa Silent Reading results are shown. A significant t at .05 level was reported. Thus, in the preparation of an expectancy chart a significant chi square of 3.99 (1 df), at the .05 level resulted. Figure 4, page 32, indicates chances in a hundred of being successful based on test scores.

The results of the battery of tests seem to indicate that the successful group did differ significantly on the school-learning ability as measured by the SCAT, and reading ability as measured by the Iowa Silent Reading tests. No significant differences were found between the personality traits as measured by the Guilford-Zimmerman Temperament Survey.

TABLE VII
SCAT MEANS, STANDARD DEVIATIONS AND t RATIOS FOR SUCCESSFUL
AND UNSUCCESSFUL FRESHMEN SUMMER SCHOOL SS&IFERS

SCAT	N	MEAN	SD	t Ratio	
				t	P
Verbal					
Successful	24	296.50	8.72	2.64	.01
Unsuccessful	17	288.65	10.19		
Quantitative					
Successful	24	310.50	10.04	2.28	.05
Unsuccessful	17	302.47	14.53		
Total					
Successful	24	302.13	6.92	3.70	.01
Unsuccessful	17	295.12	5.80		

$t_{.95} = 1.96$

$t_{.99} = 2.58$

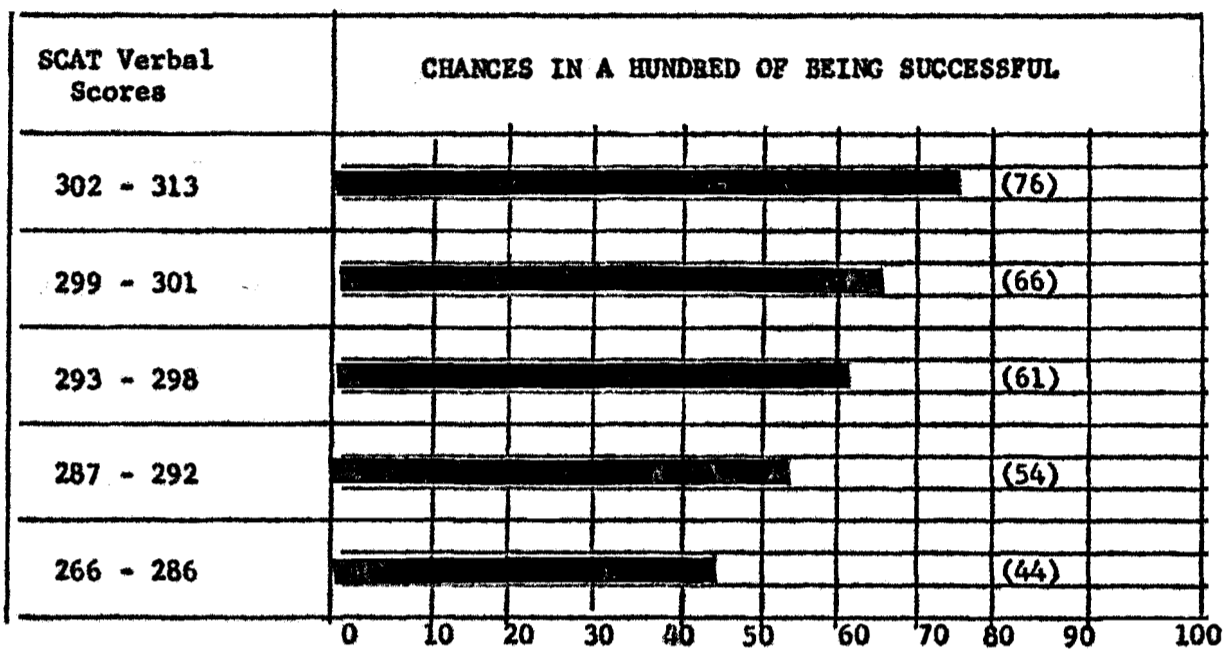


FIGURE 2

EXPECTANCY CHART FOR FRESHMEN SUMMER SCHOOL SS&IFERS
SCAT VERBAL SCORES

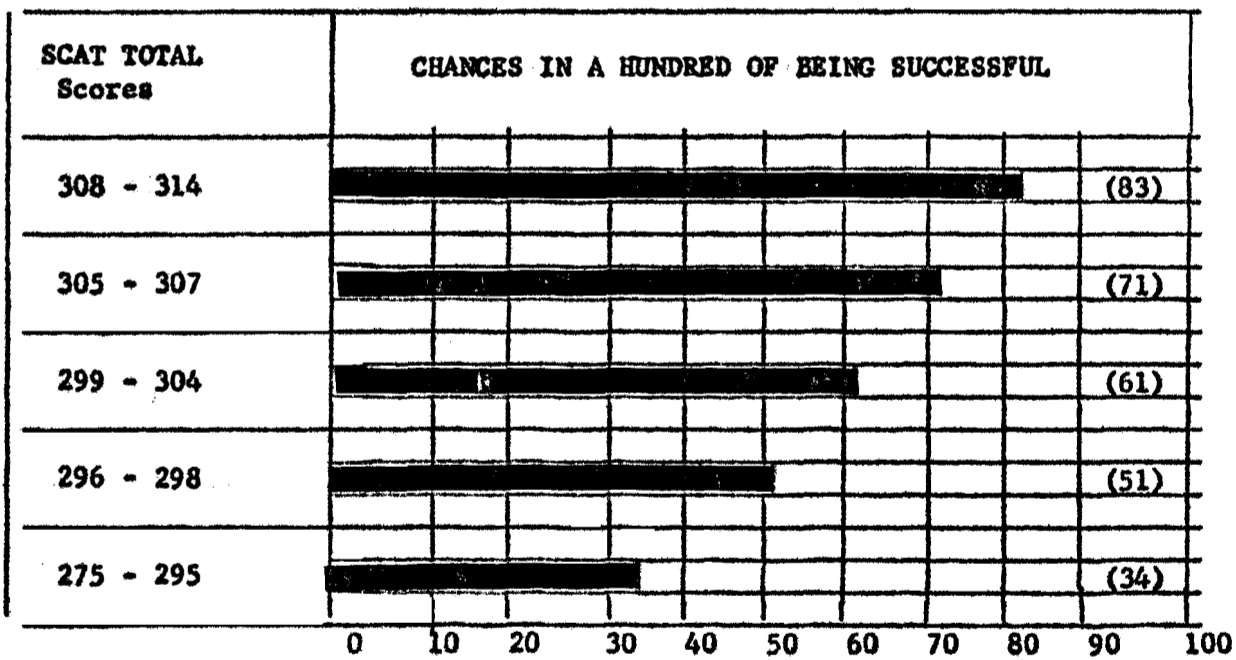


FIGURE 3

EXPECTANCY CHART FOR FRESHMEN SUMMER SCHOOL SS&IFERS
SCAT TOTAL SCORES

TABLE VIII

31

GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY MEANS, STANDARD DEVIATIONS AND
t RATIOS FOR SUCCESSFUL AND UNSUCCESSFUL FRESHMEN SUMMER SCHOOL SS&IFERS

G-Z Temperament Survey	N	MEAN	SD	t Ratio	
				t	p
General Activity					
Successful	24	17.50	6.02	-.30	-
Unsuccessful	16	18.06	5.41		
Restraint					
Successful	24	17.08	5.34	.71	-
Unsuccessful	16	15.94	4.39		
Ascendance					
Successful	24	19.33	5.84	.59	-
Unsuccessful	16	18.25	5.68		
Sociability					
Successful	24	21.96	4.56	-.71	-
Unsuccessful	16	23.13	5.83		
Emotional Stability					
Successful	24	15.92	5.75	-.66	-
Unsuccessful	16	17.13	5.30		
Objectivity					
Successful	24	16.71	4.90	-.90	-
Unsuccessful	16	17.94	3.18		
Friendliness					
Successful	24	13.79	4.81	-.05	-
Unsuccessful	16	13.88	7.15		
Thoughtfulness					
Successful	24	19.21	5.05	-1.84	-
Unsuccessful	16	21.88	3.58		
Personal Relations					
Successful	24	16.88	3.54	-.43	-
Unsuccessful	16	17.38	3.95		
Masculinity					
Successful	24	17.75	4.84	.83	-
Unsuccessful	16	17.73	3.76		

t .95=1.96
t .99=2.58

TABLE 1A
 IOWA SILENT READING TESTS MEANS, STANDARD DEVIATIONS AND t RATIOS
 FOR SUCCESSFUL AND UNSUCCESSFUL FRESHMEN SUMMER SCHOOL SS&IFERS

Iowa Silent Reading Tests	N	MEAN	SD	t Ratio	
				t	P
Successful	23	870.08	52.00	2.28	.05
Unsuccessful	16	827.06	50.12		

t_{.95} = 1.96

t_{.99} = 2.58

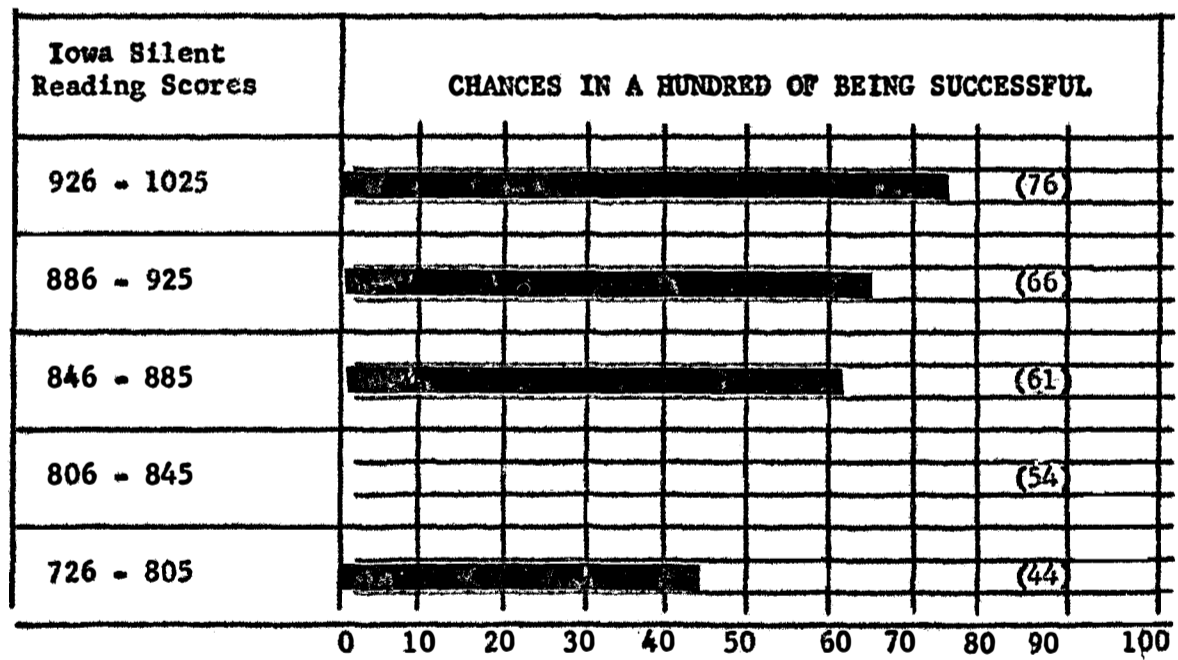


FIGURE 4

EXPECTANCY CHART FOR FRESHMEN SUMMER SCHOOL SS&IFERS
 IOWA SILENT READING TESTS

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study traced the history of the SS&If Program at Richmond College from its inception in the early 1950's to the beginning of the 1962 fall semester. It was found that the program has not only assisted the Admissions Committee in giving doubtful applicants with potential a chance to qualify for admission, but also it has been of assistance in holding admissions standards high in a time when enrollment was needed. Also it has value as a public relations measure in handling doubtful applicants highly recommended by constituents of the college. While the economic factor was linked to the formalization of the Program, it must be pointed out that economics and public relations have been only a minor consideration by the Committee in the use of the Program.

Tracing the academic progress of the students who were SS&Ifed between 1954 and 1962, it was found that out of 457 students who entered Summer School only 238 (52 per cent) actually started in Richmond College. Out of the 97 SS&If students who started their freshman year, 1954 to 1958, 26 (27 per cent) graduated. The percentage of first year SS&Ifers drop-out, 1954-1961, was found to be 34 per cent.

A group of 205 SS&Ifers who entered Richmond College, 1954-1961, were split into successful and unsuccessful groups based on their entering

the second year at Richmond College. Freshmen SCAT results were analyzed to determine whether the successful group scored significantly higher on this test than the unsuccessful group. The Null Hypothesis was rejected on the SCAT quantitative score, but further statistical analysis indicated that this score was only of very limited practical value as a predictor of first year success in the sample studied.

A special battery of tests was administered to 41 SS&Ifers enrolled in the 1960 University of Richmond Summer School. At the end of the Summer School, this group was divided into successful and unsuccessful groups. It was found that there was no significant statistical differences between the groups on personality traits measured by the Guilford-Zimmerman Temperament Survey. The Iowa Silent Reading Tests revealed the statistical difference at the .05 level of significance between the two groups. However, an expectancy chart indicated this test was of little practical value as a predictor of success in the sample studied. When analyzing the SCAT, significant t values were found on the verbal, quantitative and total scores. When expectancy charts were prepared on the SCAT scores the total score was found to be the best predictor of success in Summer School.

II. CONCLUSIONS AND RECOMMENDATIONS

It can be concluded from the study that:

1. The SS&If Program has served a very worthwhile purpose in admissions at Richmond College as a public relations tool, a means of

keeping enrollment up but not lowering admissions standards, and by giving borderline applicants that possess potential a chance to prove their ability to do college work. Based on the number of SS&If students who have graduated from Richmond College the Program should be continued.

2. The SCAT test did not prove to be a good predictor of freshman year success in the SS&If group. Contrary to many other studies using SCAT and regular college freshmen, it was interesting to note that the quantitative score, rather than the verbal or total SCAT scores, was found to be of statistical value as a predictor of academic success. This could well be chance fluctuation or an indication that further study is needed to ascertain if this is an important difference in the SS&If group.

3. While the SCAT sub-scores and total score were found to yield significant t ratios, when using an expectancy chart, the SCAT total score proved to be of more practical value in predicting academic success than either the verbal or quantitative SCAT scores.

4. The author had anticipated a significant personality difference between the SS&If Summer School successful and unsuccessful groups. However, no significant differences at the .05 level of significance were found on any of the traits measured by the Guilford-Zimmerman Temperament Survey. The only trait that approached the .05 level of significance was "Thoughtfulness", which is quite contrary to what would normally be expected of this type of student.

5. Reading ability was found to be of importance in the success of the Summer School SS&Ifers tested. This evidence may indicate that

reading ability is closely allied to academic success. It might be said that the poor reader scored low because of his reading disability and this same disability causes him to get poor marks in school. The good reader scored high because of his reading skill. Thus, this same skill allows him to be academically successful. This, of course, is not held to be the only factor but appears to be a very important one.

It is recommended that:

1. The SS&If Program be continued as a selection technique at Richmond College.
2. A reading improvement course for SS&Ifers be set up during the first semester of Summer School. This should be a required course taken along with the full academic work load. Improved reading skill may enable more SS&Ifers to be academically successful.
3. Further research be done in the area of trying to distinguish between the successful and unsuccessful SS&Ifers. Indices of measurement not used in this study, such as a sample of study habits, motivation, and interest may prove helpful in defining the successful and unsuccessful SS&Ifers.

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APPENDICES

APPENDIX A

Form Used to Collect Data

FORM USED TO COLLECT DATA

Name _____ SS&IFed _____

T.S. ACE _____		
V	Q	T
SCAT _____		
V	Q	T

Class	1	2	3	4	Total
GPA					
AUTO					
DROP					
TRANS					
SER					
S.S.					

F.L.				
1	1	2	3	4
2	1	2	3	4

EXCEPTION					
Class	1	2	3	4	Total
GPA					
AUTO					
DROP					
TRANS					
SER					
S.S.					

APPENDIX B

Admissions Committee Members, 1946-1962

ADMISSIONS COMMITTEE MEMBERS, 1946 - 1962

44

<u>COMMITTEE MEMBER</u>	<u>YEARS SERVED</u>
S. B. Cousins	1946 - 1958
R. J. Filer	1955 - Present
C. J. Gray	1946 - Present
B. C. Holtzclaw	1946 - 1958
L. D. Johnson	1958 - 1960
E. F. Overton	1946 - Present
R. B. Pinchbeck	1946 - 1957
T. N. Pollard, Jr.	1959 - Present
R. F. Smart	1947 - Present
Helen A. Monsell, Registrar (As Secretary of Committee)	1946 - 1961

APPENDIX C

Richmond College Enrollment for Years, 1941 - 1961

RICHMOND COLLEGE ENROLLMENT
FOR THE YEARS
1941-1961

YEAR	ENROLLMENT
1941-42	663
1942-43	610
1943-44	260
1944-45	226
1945-46	811
1946-47	1,280
1947-48	1,434
1948-49	1,446
1949-50	1,120
1950-51	1,013
1951-52	838
1952-53	934
1953-54	924
1954-55	1,050
1955-56	1,130
1956-57	1,189
1957-58	1,119
1958-59	1,041
1959-60	1,026
1960-61	1,115

APPENDIX D
Statistical Formulas

FORMULAS

The t test for the difference between two means:

Independent Observations .

Successful group = 1

Unsuccessful group = 2

$$\text{Mean: } \bar{x}_1 = \frac{\sum X_1}{n}$$

$$\text{Mean: } \bar{x}_2 = \frac{\sum X_2}{n}$$

$$\text{Sum of squared deviations 1: } \sum x_1^2 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$\text{Sum of squared deviations 2: } \sum x_2^2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

Standard error of the difference
between the means:

$$S(\bar{x}_1 - \bar{x}_2) = \sqrt{\frac{(\sum x_1^2 + \sum x_2^2)}{(n_1 + n_2 - 2)} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

"t" (assuming $\sigma_1^2 = \sigma_2^2$)

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (m_1 - m_2)}{S(\bar{x}_1 - \bar{x}_2)}$$

$$\alpha = .05$$

The Standard Deviation (s)

$$s_1 = \sqrt{\frac{\sum x_1^2}{n-1}}$$

$$s_2 = \sqrt{\frac{\sum x_2^2}{n-1}}$$

FORMULAS (CONT'D)

METHOD FOR COMPUTING EXPECTANCY CHARTS USED IN STUDY

Scheme designed by C. H. Lawshe, Memorial Center, Lafayette, Indiana. (Reference - Lawshe, C.H., et al. "Expectancy Charts: II. Their Theoretical Development." Personal Psychology, 11:545-559, 1958.

Steps:

1. Set up frequency chart based on test scores and compute Table A.
2. Make significant check using Table B.
3. Divide predictor distribution into fifths - Table C.
4. Determine the percentage successful in each predictor category. (Using expectancy tables)
5. Prepare expectancy chart.

Test Score	SUMMER SCHOOL SCAT VERBAL		f	df
	SUC.	UNSUC.		
311-313	11		2	21
308-310	1		1	3
305-307	1		1	4
302-304	111		3	7
299-301	11	111	5	12
296-298	111	11	7	19
293-295	11	1	3	22
290-292	111	111	7	29
287-289	11	11	4	33
284-286	1		1	34
281-283	11	11	4	38
278-280			0	38
275-277		1	1	39
272-274			0	39
269-271		1	1	40
266-268		1	1	41

TABLE A

Test Scores	N (All)	SUCCESSFUL GRP.	
		N	%
High Half 293 to 313	22 N ₁	16	73
Low Half 266 to 292	19 N ₂	8	42
Entire Group	41 N	24	59

FORMULAS (CONT'D)

TABLE B—Making the Significance Check.

1	Difference between proportions (From Table A)	.31			
2	Proportion "superior"—entire group (From Table A)	.59			
3	Proportion "other" (1.00 minus Line 2)	.41			
4	Line 2 times Line 3 times 4 (round to 2 figures)	.97			
5	PHI (approximate r)—(Line 1 divided by Line 4)	.32			
6	Line 5 times Line 5	.1024			
7	Total N (From Table A)	41			
8	CHI squared (Line 6 times Line 7)	4.20			
	5.4 or larger Use with confidence	<input checked="" type="checkbox"/> 0.1 Level	2.7-5.3 Use with caution	<input type="checkbox"/> .05 Level	2.6 or smaller Do not use

TABLE C

Predictor Categories	Cases	SCORE		Significance
		Min.	Max.	
Hi 1/5	.2 x N = 8.2	302	313	76
Next 1/5	.4 x N = 16.4	299	301	66
Middle 1/5	.6 x N = 24.6	293	298	61
Next 1/5	.8 x N = 32.8	287	292	54
Lo 1/5	1.0 x N = 41.0	266	286	44

APPENDIX E

Summer School And If Study

COPY OF A STUDY DONE BY DR. ROBERT J. FILER

Summer School And If Study

The accompanying table shows the academic progress of students in the years 1954 through 1958 who were permitted to attend Richmond College on the basis of a satisfactory Summer School program. The increased use of this procedure by the Admissions Committee in 1957 and 1958 is apparent. In those years about twice as many students were required to attend a summer session as was the case the years 1954-56.

It is interesting to note that of the twenty-one students who entered the regular session in 1954, only four have graduated.

A comparison of the SCAT Total scores obtained on the 1957 group admitted to the regular session shows that the average score for the students who completed the freshman year satisfactorily was at the 48th percentile, whereas, the average score for the students who did not complete the first year successfully was at the 34th percentile. Approximately 50 per cent of the unsuccessful group had percentiles below the 25th percentile. Only 14 per cent of the successful group had ratings below the 25th percentile. The four students of the 1954 groups who graduated had ACE percentile ratings of 99, 88, 75 and 47.

Additional follow ups, particularly of the 1957 and 1958 groups, will provide more useful information to evaluate the Summer School and If procedure.

Academic Progress of Summer School & If Students

<u>Year</u>	No. Who Entered S. S. & If	No. Attended <u>Regular</u> Session	No. Completed Fresh. Yr. <u>Satisfactorily</u>	No. in Sen. Class R. C. or S.B.A.
1954	30	21 (1) 70%	13 (2) 62%	4
1955	35	22 (1) 63%	15 (2) 68%	
1956	31	19 (1) 61%	7 (2) 37%	
1957	76	48 (1) 63%	28 (2) 58%	
1958	68	34 (1) 50%		

APPENDIX F

Form Letters Used by Admissions Committee

University of Richmond

Richmond, Virginia

Richmond College

Office of the Dean

January 19, 1954

54

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College to begin September 13, 1954. However, your previous grades are so low as to raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, has decided to offer you the opportunity to attend the University of Richmond Summer School of 1954 from June 14, 1954 to August 27, 1954. You can take at least two courses, preferably English 101-2 and Mathematics 101-2, for the full eleven weeks. If you are successful in passing this summer work with a grade of "C" or better, the Committee will review your record and admit you to the Fall Semester of Richmond College.

Please advise us within one month of the date of this letter whether you intend to accept this admission to our Summer School and conditional acceptance for the Richmond College Fall Semester.

If you are interested in enrolling in our ROTC Transportation Unit or Air Force ROTC, please advise me at once.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,

Raymond B. Pinchbeck, Dean

Enclosure

University of Richmond

Richmond, Virginia

55

September 1, 1954

It is a pleasure to report to you that the Admissions Committee has accepted your application for admission to Richmond College for the semester beginning on September 13, 1954. This acceptance is conditioned upon satisfactory completion of such high school work as you may now be carrying.

It is the policy of the University to require a \$25.00 deposit on the college fee of all students accepted for admission. This deposit is non-refundable if the accepted applicant does not enroll in Richmond College for the semester indicated above, unless he is called into the Army by action of his Selective Service Board. If he enrolls for the semester indicated, the \$25.00 deposit will be credited to his account. This deposit is payable by check or money order, made payable to the University of Richmond, within thirty days of the date of this letter.

The University of Richmond will refund a proportionate part of the fees paid by men drafted under Selective Service, or involuntarily called into military service, after they have entered Richmond College. In such instances, they will be charged with one-ninth of the total charges for the year for each ninth or fraction of a ninth of the college year, which has elapsed from the opening of college to the day he reports for duty.

We regret that all dormitory rooms have been assigned for the semester beginning in September. We have, however, a list of rooms in homes close to the campus which we shall be glad to let you use when you arrive. I suggest that you arrive a day or two before college opens to make your own room arrangements with the private owner. It will still be possible for you to take your meals in the College Dining Hall. In this way you may still have a full campus experience.

If you are interested in enrolling in our Army ROTC Unit or Air Force ROTC Unit, please advise me at once.

It is our earnest hope that you can be with us as you have planned. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college education plans as fast as you can, as far as you can, and earn the best scholastic record you possibly can. This is to your best interests in civilian life and in military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Sincerely yours,

Raymond B. Pinchbeck, Dean

University of Richmond

Richmond, Virginia

Richmond College
Office of the Dean

June 11, 1955

56

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College to begin September 12, 1955. However, your previous grades are so low as to raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, has decided to offer you the opportunity to attend the University of Richmond Summer School of 1955 from June 13, 1955 to August 26, 1955. You can take at least two courses, preferably English 101-102 and Mathematics 101-102, or History 107-108, for the full eleven weeks. If you are successful in passing this summer work with a grade of "C" or better, the Committee will review your record and admit you to the Fall Semester of Richmond College.

Please advise us within one month of the date of this letter whether you intend to accept this admission to our Summer School and conditional acceptance for the Richmond College Fall Semester.

If you are interested in enrolling in our ROTC Transportation Unit or Air Force ROTC, please advise me at once.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,

Raymond B. Pinchbeck, Dean

Enclosure

University of Richmond

Richmond, Virginia

Richmond College
Office of the Dean

June 11, 1955

56

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College to begin September 12, 1955. However, your previous grades are so low as to raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, has decided to offer you the opportunity to attend the University of Richmond Summer School of 1955 from June 13, 1955 to August 26, 1955. You can take at least two courses, preferably English 101-102 and Mathematics 101-102, or History 107-108, for the full eleven weeks. If you are successful in passing this summer work with a grade of "C" or better, the Committee will review your record and admit you to the Fall Semester of Richmond College.

Please advise us within one month of the date of this letter whether you intend to accept this admission to our Summer School and conditional acceptance for the Richmond College Fall Semester.

If you are interested in enrolling in our ROTC Transportation Unit or Air Force ROTC, please advise me at once.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,

Raymond B. Pinchbeck, Dean

Enclosure

University of Richmond

Richmond, Virginia

~~Richmond College~~

57

September 1, 1955

It is a pleasure to report to you that the Admissions Committee has accepted your application for admission to Richmond College for the semester beginning on **September 12, 1955**. This acceptance is conditioned upon satisfactory completion of such high school work as you may now be carrying.

It is the policy of the University to require a \$25.00 deposit on the college fee of all students accepted for admission. This deposit is non-refundable if the accepted applicant does not enroll in Richmond College for the semester indicated above, unless he is called into the Army by action of his Selective Service Board. If he enrolls for the semester indicated, the \$25.00 deposit will be credited to his account. This deposit is payable by check or money order, made payable to the University of Richmond,

The University of Richmond will refund a proportionate part of the fees paid by men drafted under Selective Service, or involuntarily called into military service, after they have entered Richmond College. In such instances, they will be charged with one-ninth of the total charges for the year for each ninth or fraction of a ninth of the college year, which has elapsed from the opening of college to the day he reports for duty.

We regret that all dormitory rooms have been assigned for the semester beginning on the above date. We have, however, a list of rooms in homes close to the campus and shall be glad to assist you when you arrive. I suggest that you come a day or two before college opens to make your own room arrangements with the private owner. It will still be possible for you to take your meals in the College Dining Hall. In this way you may still have a full campus experience. We feel sure that you will be able to make satisfactory private arrangements for a room.

If you are interested in enrolling in our Army ROTC Unit or Air Force ROTC Unit, please advise me at once.

It is our earnest hope that you can be with us as you have planned. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college education plans as fast as you can, as far as you can, and earn the best scholastic record you possibly can. This is to your best interests in civilian life and in military service, if you are called to serve.

Kindly let us know if we can be of any further assistance to you.

Sincerely yours,

Raymond B. Finchbeck, Dean

University of Richmond
Richmond, Virginia

58

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College for the coming session. However, your previous grades are so low that they raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, has decided to offer you the opportunity to attend the University of Richmond Summer School from Mid-June through late August. You should take at least two courses. If you have not previously attended college these courses will preferably be English 101-102 and Mathematics 101-102, or History 107-108, for the full eleven weeks. If you have attended another college you will be personally advised what courses to take. If you are successful in passing this summer work with a grade of "C" or better, the Committee will review your record and admit you to the Fall Semester of Richmond College.

Please advise us within one month of the date of this letter whether you intend to accept this conditional acceptance for the Richmond College Fall Semester.

If you are interested in enrolling in our Army ROTC Unit, please advise me.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Raymond B. Pinchbeck, Dean

University of Richmond
Richmond, Virginia

59

August 29, 1956

It is a pleasure to report to you that the Admissions Committee has accepted your application for admission to Richmond College for the semester beginning on September 17, 1956. This acceptance is conditioned upon satisfactory completion of such high school work as you may now be carrying.

It is the policy of the University to require a \$25.00 deposit on the college fee of all students accepted for admission. This deposit is non-refundable if the accepted applicant does not enroll in Richmond College for the semester indicated above, unless he is called into the Army by action of his Selective Service Board. If he enrolls for the semester indicated, the \$25.00 deposit will be credited to his account. This deposit is payable by check or money order, made payable to the University of Richmond, within thirty days of the date of this letter.

The University of Richmond will refund a proportionate part of the fees paid by men drafted under Selective Service, or involuntarily called into military service, after they have entered Richmond College. In such instances, they will be charged with one-ninth of the total charges for the year for each ninth or fraction of a ninth of the college year, which has elapsed from the opening of college to the day he reports for duty.

We regret that all dormitory rooms have been assigned for the semester beginning on the above date. We have, however, a list of rooms in homes close to the campus and shall be glad to assist you when you arrive. I suggest that you come a day or two before college opens to make your own room arrangements with the private owner. It will be possible for you to take your meals in the College Dining Hall. In this way you may still have a full campus experience. We feel sure that you will be able to make satisfactory private arrangements for a room.

If you are interested in enrolling in our Army ROTC Unit or Air Force ROTC Unit, please advise me at once.

It is our earnest hope that you can be with us as you have planned. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college education plans as fast as you can, as far as you can, and earn the best scholastic record you possibly can. This is to your best interests in civilian life and in military service, if you are called to serve.

Kindly let us know if we can be of any further assistance to you.

Sincerely yours,

University of Richmond

Richmond, Virginia

60

Richmond College
Office of the Dean

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College for the coming session. However, your previous grades are so low that they raise considerable doubt as to the probability of your success in college work.

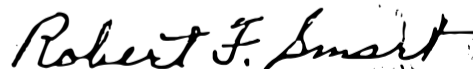
The Committee, therefore, decided to admit you to Richmond College upon the condition that you attend the University of Richmond Summer School from mid-June through late August. You must take two courses. If you have deficiencies in admission requirements such as mathematics or language, you will be expected to make up these deficiencies by taking Mathematics S51-S52 or a beginning language numbered S101-S102. Otherwise you will take two regular freshman courses numbered in the S100's. If you have attended another college, you will be personally advised what courses to take. If you are successful in passing your summer school work with a grade of "C" or better, you will be admitted to the fall semester of Richmond College.

You must advise us prior to June 1st whether you intend to accept this conditional admission to the Richmond College Fall Semester. We are requesting the Dean of the Summer School to send you an application form and catalogue of the Summer School. You should complete this application and return it to him promptly.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,



Robert F. Smart, Dean

RFS/

September 1957

The Richmond College Admissions Committee has reviewed your application for admission at the close of the Summer Session of 1957. in the light of your success in the courses in which you were enrolled. Because of your good work in these classes, the Committee is confident of your ability to make a success of a full college program. Therefore, I am happy to inform you that you have been admitted unconditionally to the session of 1957-58 beginning September 16, 1957. I congratulate you on your good beginning and look forward to working with you as you pursue the work leading to your graduation from college.

I am sending herewith several pieces of printed matter for your information and use in making your plans to enter college for the fall semester. Please read this material carefully and follow the instructions contained therein. Please check and return the self-addressed postal card at once indicating your decision relative to returning to college.

We regret that all dormitory rooms have been assigned for the semester beginning on September 16th. We have, however, a list of rooms in homes close to the campus and shall be glad to assist you in finding a room off campus. I suggest that you come to the Dean's Office some time prior to the opening of college to make your own arrangements for suitable housing. It will be possible for you to take your meals in the College Dining Hall. In this way you may still have a full campus experience. If you wish, we will place your name on the waiting list for a dormitory room if and when space becomes available. Indicate your desire in this matter on the return postal card in the space marked "Comments or requests".

It is our hope that you will be with us, and we pledge you our full cooperation in working out your plans to continue your education. Kindly let us know if we can be of any further assistance to you.

Sincerely yours,

Robert F. Smart, Dean

RFS/man

University of Richmond

Richmond, Virginia

62

Richmond College
Office of the Dean

May 28, 1958

Dear Mr. Ramos:

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College for the coming session. However, your previous grades are so low that they raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, decided to admit you to Richmond College upon the condition that you attend the University of Richmond Summer School from mid-June through late August. You must take two courses. If you have deficiencies in admission requirements such as mathematics or language, you will be expected to make up these deficiencies by taking Mathematics S51-S52 or a beginning language numbered S101-S102. Otherwise you will take two regular freshman courses numbered in the S100's. If you have attended another college, you will be personally advised what courses to take. If you are successful in passing your summer school work with a grade of "C" or better, you will be admitted to the fall semester of Richmond College.

You must advise us prior to June 1st whether you intend to accept this conditional admission to the Richmond College Fall Semester. We are requesting the Dean of the Summer School to send you an application form and catalogue of the Summer School. You should complete this application and return it to him promptly.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,

Robert F. Smart

Robert F. Smart, Dean

RFS/

April 25, 1958 63

E.

At its last meeting our Admissions Committee gave earnest consideration to your application for admission to Richmond College for the coming session. The Committee is concerned about your low grades and the deficiencies in specific entrance requirements. In accepting students to Richmond College preference is given to those who rank in the upper half of their graduating class and who have met all other entrance requirements.

For unconditional admission to Richmond College we require two units of foreign language and at least two and one-half units in mathematics, including Plane Geometry. Since you are deficient in both language and mathematics, our Admissions Committee decided to admit you to Richmond College upon the condition that you attend the University of Richmond Summer School from mid-June through late August. To make up your deficiencies you must take a beginning language (Language 101-102) and mathematics 51-52 without college credit. If you are successful in passing these two courses with a grade of "C" or better, you will be admitted to the fall semester of Richmond College.

You must advise us prior to June 1st whether you intend to accept this conditional admission to the Richmond College Fall Semester. We are requesting the Dean of the Summer School to send you an application form and catalogue of the Summer School. You should complete this application and return it to him promptly.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Sincerely yours,

Robert F. Smart, Dean

RFS:bc

September, 1958

Our Admissions Committee has reviewed your application for admission to Richmond College in the light of your success in the courses in which you were enrolled in the Summer Session. Because of your over-all success in your summer school work, the Committee is confident of your ability to make a success of a full college program. Therefore, on behalf of the Committee, I am happy to inform you that you have been admitted unconditionally to the session of 1958-59 beginning on September 15, 1958. I congratulate you on your good beginning and look forward to working with you as you pursue the work leading to your graduation from the University of Richmond.

I am sending herewith information of use to you in making your plans to enter Richmond College for the fall semester. Please read this material carefully and follow closely the instructions contained therein. Please check and return the self-addressed postal card at once indicating your decision relative to entering Richmond College on September 15th.

Because of the unusual demand for rooms in the dormitories, we regret that all dormitory rooms have been assigned for the first semester. We have, however, a list of rooms in private homes close to the campus and shall be happy to assist you in finding a room off campus if you wish us to do so. I suggest that you come to the Dean's Office some time prior to the opening of college to make your own arrangements for suitable housing. It will be possible for you to take your meals in the College Dining Hall and thus still have a full campus experience. If you wish, we will place your name on the waiting list for a dormitory room to be assigned to you if and when space becomes available. Indicate your desire in this matter on the return postal card in the space marked "Comments or requests".

It is our hope that you will be with us, and we pledge you our full cooperation in working out your plans to continue your education. Kindly let us know if we can be of any assistance to you.

Sincerely yours,

Robert F. Smart, Dean

RFS:bc

Enclosures:

University of Richmond

Richmond, Virginia

Richmond College
Office of the Dean

May 11, 1959

65

Jr.

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College for the coming session. However, your previous grades are so low that they raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, decided to admit you to Richmond College upon the condition that you attend the University of Richmond Summer School from mid-June through late August. You must take two courses. If you have deficiencies in admission requirements such as mathematics or language, you will be expected to make up these deficiencies by taking Mathematics S51-S52 or a beginning language numbered S101-S102. Otherwise you will take two regular freshman courses numbered in the S100's. If you have attended another college, you will be personally advised what courses to take. If you are successful in passing your summer school work with a grade of "C" or better, you will be admitted to the fall semester of Richmond College.

You must advise us prior to June 1st whether you intend to accept this conditional admission to the Richmond College Fall Semester. We are requesting the Dean of the Summer School to send you an application form and catalogue of the Summer School. You should complete this application and return it to him promptly.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,



Robert F. Smart, Dean

RFS/

September, 1959

Jr.

The Admissions Committee has reviewed your application for admission to Richmond College in the light of your success in the courses in which you were enrolled in the Summer Session. The Committee has expressed confidence in your ability to succeed in a full college program. Therefore, on behalf of the Committee, I am happy to inform you that you have been admitted to the semester beginning on September 14, 1959. I congratulate you and look forward to working with you as you pursue the work leading to your graduation from the University of Richmond.

I am sending herewith information of value to you in making your plans to enter Richmond College. Please read this material carefully and comply with the instructions contained therein. Please check and return the enclosed postcard at once indicating your decision relative to entering Richmond College on September 14th.

If you wish to be assigned a room in one of the dormitories, you must send us your room deposit of \$25.00 at once. This deposit is in addition to your regular tuition charges and will be refunded at the end of the session if no damage above the usual wear is done to your room during the year. You will most probably be assigned a room in one of the temporary dormitories, but no room can be assigned until the room deposit has been received.

It is our hope that you will be with us, and we pledge you our full cooperation in working out your plans to continue your education. Kindly let us know if we can be of any assistance to you.

Sincerely yours,

Robert F. Smart, Dean

RFS:bc

Enclosures:

University of Richmond

Richmond, Virginia

Richmond College
Office of the Dean.

67

Feb. 26, 1960

Our Richmond College Admissions Committee has given its most earnest consideration to your application for admission to Richmond College for the coming session. However, your previous grades are so low that they raise considerable doubt as to the probability of your success in college work.

The Committee, therefore, decided to admit you to Richmond College upon the condition that you attend the University of Richmond Summer School from mid-June through late August. You must take two courses. If you have deficiencies in admission requirements such as mathematics or language, you will be expected to make up these deficiencies by taking Mathematics S51-S52 or a beginning language numbered S101-S102. Otherwise you will take two regular freshman courses numbered in the S100's. If you have attended another college, you will be personally advised what courses to take. If you are successful in passing your summer school work with a grade of "C" or better, you will be admitted to the fall semester of Richmond College.

You must advise us prior to June 1st whether you intend to accept this conditional admission to the Richmond College Fall Semester. We are requesting the Dean of the Summer School to send you an application form and catalogue of the Summer School. You should complete this application and return it to him promptly.

It is our earnest hope that you can be with us. We appreciate the fact that the present world situation may be perplexing to you in the arrangement of your college plans. Our most sincere advice to you is that you go on with your college educational plans as fast as you can. This is to your best interests in civilian life and in the military service, if you are called to serve.

We pledge you our full cooperation in working out your plans to attend Richmond College. Kindly let us know if we can be of any further assistance to you.

Yours very sincerely,

Robert F. Smart, Dean

RFS/

September 1960

The Admissions Committee has reviewed your application for admission to Richmond College in the light of your success in the courses in which you were enrolled in the Summer Session. The Committee has expressed confidence in your ability to succeed in a full college program. Therefore, on behalf of the Committee, I am happy to inform you that you have been admitted to the semester beginning on September 12, 1960. I congratulate you and look forward to working with you as you pursue the work leading to your graduation from the University of Richmond.

I am sending herewith information of value to you in making your plans to enter Richmond College. Please read this material carefully and comply with the instructions contained therein. Please check and return the enclosed postcard at once indicating your decision relative to entering Richmond College on September 12th.

I regret to have to tell you that all dormitory space for the first semester of 1960-61 has been assigned. Therefore, if you had expressed a desire for a dormitory room, it will be necessary for you to obtain suitable housing in a private home convenient to the campus. We maintain a list of available homes in our office to which you may refer and we shall help you in every way possible. However, you must make your arrangement for a room in person. I am certain that you can understand that in the face of the heavy demand for dormitory space on the part of the exceedingly large number of unconditionally qualified applicants, we could not hold rooms for those who did not meet the conditions for unconditional acceptance.

If you wish to do so, you may obtain your meals in the College Dining Hall upon payment of the charges for board for the semester. This payment should be made at the Treasurer's Office.

It is our hope that you will be with us, and we pledge you our full cooperation in working out your plans to continue your education. Kindly let us know if we can be of any assistance to you.

Sincerely yours,

Robert F. Smart, Dean

RFS/mam
Enclosures:

February 27, 1961

Our Admissions Committee has reviewed your application for admission to Richmond College with careful and earnest consideration. I regret that your previous scholastic record, when studied competitively with this year's applicants, does not justify your unconditional acceptance.

Even so, the Committee wishes to give you the opportunity to qualify for admission by attending the University of Richmond Summer School for its eleven weeks session and completing during this time two full courses, totaling twelve semester hours, with grades of "C" or better. If you enroll in the Summer School and meet these requirements you will be admitted unconditionally to Richmond College in September. The credits earned in the Summer School will count toward meeting the requirements for your degree, unless these courses are being taken to make up deficiencies in entrance requirements.

The Committee feels this program will be to your best advantage. It will enable you to orient yourself to the demands of college study during the summer. If you succeed in this summer work you will enter in September with a greater feeling of security. If on the other hand, you find you are not adequately prepared to undertake the curriculum we offer, it will not be too late for you to make arrangements to strengthen your background by additional preparatory work.

I am requesting that the Dean of the Summer School send you a catalogue and an application for admission. This form should be completed and returned directly to the Summer School as soon as possible. You need not have another transcript sent to the Summer School.

In fairness to you, I must call your attention to the fact that rooms on the campus are at a premium, and we cannot assure you a dormitory room for the first semester even if you qualify for admission. However, many of the homes near campus offer rooms for rent to our students. You may be assured of being able to take your meals in the college dining hall.

Please let me know if you plan to accept this offer to qualify for admission by attending Summer School. We hope to have you with us. If there is any way in which we can assist you with your plans, please let me know.

Sincerely yours,

Thomas N. Pollard, Jr.
Director

September, 1961

The Admissions Committee has reviewed your application for admission to Richmond College in the light of your success in the courses in which you were enrolled in the Summer Session. The Committee has expressed confidence in your ability to succeed in a full college program. Therefore, on behalf of the Committee, I am happy to inform you that you have been admitted to the semester beginning on September 18, 1961. I congratulate you and look forward to working with you as you pursue the work leading to your graduation from the University of Richmond.

I am sending herewith information of value to you in making your plans to enter Richmond College. Please read this material carefully and comply with the instructions contained therein. Please check and return the enclosed postcard at once indicating your decision relative to entering Richmond College on September 18th.

I regret to have to tell you that all dormitory space for the first semester of 1961-62 has been assigned. Therefore, if you had expressed a desire for a dormitory room, it will be necessary for you to obtain suitable housing in a private home convenient to the campus. We maintain a file of available homes in our office to which you may refer. We shall help you in every way possible. However, you must make your arrangement for a room in person. I am certain that you can understand that in the face of the heavy demand for dormitory space on the part of the exceedingly large number of unconditionally qualified applicants, we could not hold rooms for those who did not meet the conditions for unconditional acceptance.

If you wish to do so, you may obtain your meals in the College Dining Hall upon payment of the charges for board for the semester. This payment should be made at the Treasurer's Office.

It is our hope that you will be with us, and we pledge you our full cooperation in working out your plans to continue your education. Kindly let us know if we can be of any assistance to you.

Sincerely yours,

TNP/ps
Enclosures;

Thomas N. Pollard, Jr.
Director of Admissions

University of Richmond
Virginia

Information For Prospective New Students In The U of R Summer School

Freshmen candidates attempting to qualify for admission to Richmond College should enroll in two of the following four subjects:

English 101-102; Rehtoric and Composition	6 sem. hrs. credit
History 107-108; Survey of European Civilization	6 sem. hrs. credit
Math 101-102; College Algebra & Trigonmetry	6 sem. hrs. credit
Foreign Language, (French, Latin, German or Spanish)	6 sem. hrs. credit

Elementary level 101-102;

For those candidates who must satisfy entrance requirements in a foreign language.

OR

Intermediate level 103-104;

For those candidates who have maintained a "C" or higher grade in the same language in high school and who do not wish to start or repeat a foreign language at the elementary level.

Transfer candidates attempting to qualify for admission to Richmond College should enroll in either one or both of the above recommended courses if these courses have not been satisfactorily completed.

If transfer candidates have completed satisfactorily the above four courses they may take other subjects required for a degree.

ALL CANDIDATES SHOULD CONSULT THE CATALOG FOR COURSE DESCRIPTIONS AND SPECIFIC ADMISSIONS AS WELL AS DEGREE REQUIREMENTS.

APPENDIX G

**List of Interviews With Present and Former
Admissions Committee Members**

Admissions Committee Members

- Cousins, S. B. Professor of Bible, Emeritus, Richmond College.
Admissions Committee member, 1946-1958.
- Filer, R. J. Associate Professor of Psychology, Richmond College.
Admissions Committee member, 1955 - Present.
- Gray, C. J. Professor of Modern Languages and Dean of Students,
Richmond College. Admissions Committee member, 1946 - Present.
- Holtzclaw, B. C. Professor Philosophy and Dean of the Graduate
School, Richmond College Admissions Committee member, 1946-1958.
- Monsell, Helen A. Retired, former Registrar of Richmond College.
- Overton, E. F. Professor of Education and Dean of the Summer School,
Richmond College. Admissions Committee member, 1946-Present.
- Pollard, T. N. Director of Admissions, Richmond College. Admissions
Committee member, 1959-Present.
- Smart, R. F. Professor of Biology, Dean, Richmond College. Admissions
Committee member, 1946-Present.

VITA

James M. Wilson, III was born in Newport News, Virginia on February 17, 1934. Educated in the public schools, he was graduated from Newport News High School in June, 1951.

In June of 1955, after four years at the University of Richmond, he graduated with a Bachelor of Arts degree in Psychology. While attending the University as an undergraduate he was selected to Who's Who in American Colleges and Universities and was a member of Omicron Delta Kappa, Scabbard and Blade and Sigma Phi Epsilon social fraternity.

He served as a 2nd Lieutenant in the United States Air Force from October 1955 to June 1956. Upon being discharged from active duty he entered the life insurance field in Newport News, Virginia as a Sales Representative for the Metropolitan Life Insurance Company.

In 1958, after seventeen months in the life insurance business, he entered the University of Richmond Graduate School. His graduate work was concentrated in Psychology and Education. As a graduate student he was granted a Williams fellowship.

Having completed the necessary course work for a Master of Science in Education degree in August 1959 he went to work with the State-Planters Bank of Commerce and Trusts. He is currently the Personnel Officer at the Bank.

He married Jacqueline Rose Willingham in August 1961.