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A Study of College Admissions Policies in Virginia as a Limitation on the Development of the High School Curriculum

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A STUDY
" "
OF
COLLEGE ADMISSIONS POLICIES IN VIRGINIA
AS A LIMITATION ON THE
DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM

by

John M. Mae Gregor

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to the members of his Committee:

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CHAPTER I
INTRODUCTION

For many years now statements have been made that the colleges and universities, through their admissions requirements and procedures, have been a predominant influence on the content of the secondary school curriculum. Many more statements have been made that this is an unfortunate situation for education in general and yet the higher institutions are doing little to correct the situation. College and university spokesmen state that secondary school curriculum makers are using the college preparatory requirements as an excuse for their own failure to take steps to improve their curriculum and there is more freedom for them to reorganize than they are admitting. This is a study of the entrance requirements and procedures of institutions of higher learning in one state in which evidence will be sought as to the validity of the two opposed assumptions and the effort made to appraise the evidence as a basis for pertinent recommendations.

I, THE PROBLEM

Statement of the Problem. The purposes of this study are (1) to determine the current admissions requirements of the institutions of higher learning in the State of Virginia; (2) to indicate to what extent these institutions have changed their entrance requirements in the period from 1929-30 to 1949-50;

and (3) in the light of these findings to make recommendations as to the extent high schools of the State may feel free to modify their curriculums.

Justification of this study. It is recognized by many that college-entrance requirements have been of primary importance in determining the secondary school curriculum. Studies, as will be indicated later in this study, have been made that quite conclusively show this is not a desirable condition. Although these studies and educational authorities show that the influence exercised by higher institutions is not altogether desirable, the actual acknowledgment of this evidence appears to have been slow in getting action from the higher institutions of learning as well as from secondary schools. As a result, secondary school curriculums have not for the most part been decisively changed. Albery tells us in 1948 that, "The high schools are still dominated to an undue extent by college-entrance requirements."¹ If colleges and universities have altered their entrance requirements the high schools have been slow in altering their curriculums and have placed the blame on the higher institutions unfairly and improperly.

Teachers and administrators of secondary schools need some idea as to how much freedom or latitude they have at the present for making curriculum revisions, insofar as the college-

¹ Harold Albery, Reorganizing the High School Curriculum (New York: The Macmillan Company, 1948), 458 pp.

entrance requirements are concerned. Secondary school guidance personnel need information regarding college admissions requirements to give proper guidance to this area. University admissions personnel need to know what is being done in regard to admissions requirements and policy. These are considerations which suggest that this study needed to be undertaken.

II. THE PROBLEM'S LIMITATIONS AND PROCEDURE

Scope and Limitations of the Study. This study deals with the college-entrance requirements for the school sessions of 1929-30 and 1949-50, thereby covering two decades of the twentieth century. It is concerned principally with the admissions policies of all the non-specialized higher institutions of learning in Virginia. One specialized institution has been included in the study to widen the scope and have all possible types included. Certain limitations are apparent in the difficulty of determining what have been actual changes and what have been changes in name only. Limitations exist further in the recognition that factors other than the one being studied influence the freedom of the high school curriculum builders. Therefore, the recommendations made are limited to an indication of the freedom that exists for altering high school curriculums insofar as meeting college-entrance requirements is concerned. The study is confined to an analysis

of the higher institutions' policies and does not investigate those of the curriculum makers of the secondary schools.

Procedure. The procedure of the study is formulated on the basis of a general survey of related literature which indicates the feeling that secondary school curriculums are based to a large extent on college entrance requirements and that this is an undesirable practice. The statements of educational authorities and the results of educational studies which have been made are the criterion for determining this feeling.

The data were obtained from college catalogs to show what are the current admissions requirements of the higher institutions of learning in Virginia.

The college catalogues were examined for the statements of admissions requirements as they existed in 1929-30 and 1949-50. The data were obtained to show whether colleges have made material changes in their entrance requirements in the twenty-year period.

The next part of the study was an investigation of the actual admissions practices of the higher institutions as distinct from the stated practices, if such distinctions exist. College admissions officers were surveyed through the use of the questionnaire to determine to what extent and in what ways they may deviate from the catalogue statements.

Standards and comparative data were tabulated and studied and conclusions formulated.

CHAPTER II

SURVEY OF RELATED LITERATURE

Since this study is undertaken on the assumptions that the secondary-school curriculums are generally in need of re-organization and that college domination is one of the main factors preventing this, the literature is surveyed from two viewpoints. The literature which shows the general feeling about secondary school curriculums by students and authorities in the field of education and the literature on the college admissions policies will be surveyed.

General Survey. The general survey of literature may be subdivided for this study into several parts. Logically, the first part would be concerned with a study of literature which is directed to the feeling that historically and currently, college-entrance requirements have been a dominating force in determining the content of the secondary school curriculum. Closely allied with this and often included within the literature of the type mentioned directly above is the conviction that this is not a desirable practice for the general welfare. Then there is that related information which deals with the college admissions policies themselves such as the recent study on a nation-wide basis made by a committee under the sponsorship of the Educational Research Fund of the

Tuition Plan and described by Benjamin Fine.¹

The literature surveyed consisted largely of text-books in the educational field, and periodical articles.

P. B. Diederich writing on the subject of "Abolition of Subject Requirements for Admission to College," makes the statement that:

The method of selecting students for admission to the college of the University of Chicago marks a new direction in education. Here, at last, is a privately supported college which has gone out of the business of running the secondary schools. . . . It is a different matter altogether to serve notice on secondary schools that their graduates will not be admitted unless they have taken a certain program of studies. . . . Without exercising any surveillance over the programs of its contributing schools, the college has been able to select and maintain a student body as well qualified in scholarship as any in the United States at the same time it has freed the secondary schools to do the job which they know best how to do.²

Diederich, writing further on this problem states that historically the requirements for admission to college were set up between 1893 and 1905 by a limited number of men because the high schools at that time needed direction since each college had different requirements. He feels that the curriculum of the elementary schools, not having been bound by entrance-requirements to a later institution, "has been transformed and obviously is a better place for children."³ He further states

1 Benjamin Fine, Admission to American Colleges (New York: Harper and Brothers, 1946), 225 pp.

2 P. B. Diederich, "Abolition of Subject Requirements for Admission to College," School Review, 57: 364 - 70, September, 1949.

3 P. B. Diederich, Op. Cit., p. 364.

his feeling that, secondary schools, in the reorganization of their curriculums, have been hindered by these college-entrance requirements. Douglass and Grieder agree with him if their statement that, "The colleges have kept a hand on the collar of American secondary education in the form of college-entrance requirements,"⁴ is correctly interpreted in its inference.

Diederich, writing another article speaks of the results of the Eight-Year Study made by the Progressive Education Association,

. . . which demonstrated that the traditional college-preparatory program is not necessary for success in college. Yet a recent survey of college-entrance requirements, made by students in education classes at the University of Chicago, showed practically no change in the prevailing pattern of requirements.⁵

He further states that,

Even if the college requirements were well considered (as they are not), they would still be harmful to schools to the extent that they kept teachers and administrators from using their own minds on the subject of what to teach.⁶

4 Harl R. Douglass and Calvin Grieder, American Public Education (New York: The Ronald Press Company, 1948), 593 pp.

5 P. B. Diederich, "Unfinished Business, Conclusions of the Eight Year Study concerning the Traditional College-Preparatory Program," School Record, 57: 2-3, January 1949.

6 Loc. cit.

A conclusion drawn, from a study of the Brown University Veterans College experiment, by Burkhard was that, " The Philosophy behind college admissions may need to be reexamined."⁷ In a study of a new plan for college admissions undertaken experimentally in Michigan, the following report was made by Faunce, " For many years efforts to improve the high school curriculum have been hampered by existing requirements for college admission in Michigan."⁸ As a result of the experimentation we are told that, " a renaissance seems to have occurred in the curriculum development program of Michigan high schools."⁹

Educational authorities have expressed opinions in agreement with these studies. Wrinkle and Gilchrist have this to say about it,

There is no question that the domination by colleges and accrediting agencies has had a real restraining influence on the school The evidence presented by the Eight-Year Study establishes the unsoundness of college dictation.¹⁰

7 R. V. Burkhard, "Breach in the College-entrance Barricade," Clearing House, 22: 476-7, April, 1948.

8 R. C. Faunce, "Functional Program for Michigan Youth," Educational Leadership, 6: 381-4, March, 1949.

9 Loc. cit.

10 William L. Wrinkle and Robert S. Gilchrist, Secondary Education For American Democracy (New York: Rinehart and Company, Incorporated, 1948), 554 pp.

Other educational authorities such as Barr, Burton and Brueckner, say, " College and higher schools through insistence upon certain entrance requirements have seriously retarded whole-some improvements in the curriculums of the lower schools."¹¹

A recent study by S. Romine on trends in secondary school curriculum practice disclosed the following trend in the high schools:

The slight reduction in emphasis (-.03) placed on college entrance requirements reveals the continued influence of the college on the secondary school. More than 100 schools indicated that they are actually placing more emphasis on college-entrance requirements. The static situation at this point is not in accord with the theory advocated by leading thinkers in the curriculum field who participated in other aspects of the study devoted to determining sound educational theory which can be applied in practice.¹²

R. E. Keohane,¹³ writes of the historical background of college-entrance requirements. A description is given of the vexation that existed in the secondary schools in the last half of the 19th century because of the highly individualistic admissions requirements of most colleges. College leaders soon came to share their viewpoint and studies were undertaken by National Committees which led to the movement toward uniformity

¹¹ A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York: Appleton-Century-Crofts, Incorporated, 1947), 879 pp.

¹² Stephen Romine, " Some Trends in Secondary School Curriculum Practice," School Review, 56: 213-18, April, 1948.

¹³ R. E. Keohane, "Madison Conference and the Committee of Seven: Reconsideration," Social Studies, 40: 103-12, March, 1949.

in college-entrance requirements. In 1895 the National Education Association undertook a study on the subject through a Committee on College Entrance Requirements (called the Committee of 13) which recommended using placement tests instead of unit requirements. "This method," they said, "had the virtue of practicing what is so often preached----that of relating the college program directly to the individual's actual preparation and to his probable chances of success."¹⁴

Studies have been made in the past few years to indicate that it is not necessary for high school students to pursue the traditional subject-matter curriculum to be assured of success in college and vocations. Among the conclusions drawn from the Eight-Year Study as it is reported by W. Aikin was that colleges must abandon their present admissions policy. It was found that,

It is quite obvious from these data that the Thirty Schools graduates, as a group, have done a somewhat better job than the comparison group whether success is judged by college standards, by the students contemporaries, or by the individual students.¹⁵

Furthermore, "the graduates of the most experimental schools were strikingly more successful than their matchees,"¹⁶ and after

¹⁴ Ibid., pp. 111-12, Bibliographical footnotes, Madison Conference and the Committee of Seven.

¹⁵ Wilford M. Aikin, The Story of the Eight-Year Study (New York: Harper and Brothers, 1942), p. 112.

¹⁶ Ibid., p. 113.

matching the most experimental schools it was found that the graduates of the most experimental schools were even superior to those of the less experimental schools.¹⁷

It is such conclusions as those cited above which lead many educators to feel that the present college admissions requirements are in need of revision. The findings of various committees which have met to consider the problem have been the basis for the statements made by educators regarding the need for change. In the case of the Committee of Ten (composed largely of specialists from institutions of higher learning) and which met in 1894, the bulk of the report made was devoted to subject-matter content of secondary school courses. "Its work formed the basis of the contention arising many times during the next fifty years that the colleges had handicapped the secondary school by dictating to them what they should teach."¹⁸

Authorities and studies such as the Youth Study made in Maryland and reported by Howard Bell¹⁹ have shown that youth are more and more concerned about vocational training and the majority of students are not aiming toward college, and yet as Alberty

17 Loc. cit.

18 Herbert Lee Bridges, Jr., Admission Policies of Virginia Colleges, (Charlottesville, Virginia, Unpublished Doctor's Dissertation at University of Virginia, June, 1948), 204 pp.

19 Howard M. Bell, Youth Tell Their Story (Washington, D. C.; American Council on Education, 1938), 273 pp.

states, "the program continued to be greatly influenced by college-entrance requirements."²⁰ Douglass and Grieder²¹ report that in many states, small high schools offer subjects required for entrance to the higher institutions although less than 20% of their students will enter college.

Recognition must be made of the fact that the influence of colleges on high-school curriculums is greater even than merely the imposition of requirements. The prestige factor must be considered also. Many parents feel that if higher institutions make certain requirements then those must be best for their sons and daughters and must be retained in the curriculum.

The point is frequently made that admissions personnel deviate from admissions requirements and that they sometimes profess the greatest liberality.

The attitude seems to be, "These requirements are still on the books, because you know how hard it is to get changes adopted by a college faculty, but actually, if we know you and trust you, you may deviate as far as you like."... But consider the high school in some small town in Indiana which has never sent anyone to that college until the son of the president of the local bank (and, incidentally, of the local school board) thinks he may eventually want to go there. The father looks over the section on requirements for admission and comes into the office of the principal roaring like a bull. Thereafter that school prepares for X College, whatever this does to the needs and interests of its other students. What the catalogue says, and not what the

20 Harold Alberty, Reorganizing the High School Curriculum (New York: The Macmillan Company, 1946), 458 pp.

21 Douglass and Grieder, Op. cit., p. 306.

committee on admissions may do in individual cases, is what actually determines the offerings of most of our high schools.²²

Many authorities and many studies result in such statements and conclusions as have been mentioned in this general survey and these statements seem to require further investigation. A survey of the studies which have previously been made on the subject of college admissions would include such studies as the national study written about by Benjamin Fine. After a thorough and careful study of the admissions subject Mr. Fine made these recommendations:

Coupled with an extension of existing educational facilities should go a relaxation of entrance requirements. Too much emphasis is now placed on the academic preparation of the high school student.

Similarly the colleges should discontinue the outmoded unit system of measuring the candidates' ability.

The generally avowed aim of higher education today is the development of leaders. At present small provision is made in our colleges for the average, non-scholastic type of high school graduate Must see to it that the present concept of a limited college enrollment is soon replaced by ... a concept that has as its foundation the ideal of higher education for all.²³

These recommendation are not made without regard for the limitations of the colleges and universities--limitations of space, money, personnel--which are important factors in the retention of entrance requirements and could be the subject of a separate study within itself.

22 Diederich, op. cit., p. 2

23 Fine, op. cit., 212-14.

CHAPTER III

SURVEY OF CURRENT ADMISSIONS POLICY OF INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA, 1949 - 1950

The data presented in this chapter were obtained from entrance requirements and procedures of the higher institutions in the State of Virginia, as stated in their college catalogues. The thirty-four institutions of higher learning investigated in this study are of wide scope. There are state universities, state-supported colleges, church-related colleges, teachers' colleges, women's, men's and coeducational institutions, technical schools, military institutes, negro schools, white schools, and junior colleges.

Pattern of Units. In looking at the current admissions requirements we note a pattern of Carnegie units in existence which requires or tends to require a student desiring to enter college to have completed a certain series of courses. Table I indicates the required total unit figure. Of the thirty-four colleges and universities in Virginia studied, fourteen "require" or "desire" that the applicant have a total of sixteen units and seventeen ask for fifteen units. Three do not state a specified number of units but do require graduation from an accredited high school, which in effect establishes a pattern of sixteen units as follows: English, four units; mathematics, one unit; science, one unit; U. S. history, one unit; government, one-half unit; civics, one-half unit, and electives eight units.

Eastern Mennonite College, in prescribing the pattern of units will accept as low as six units prescribed, thereby

TABLE I

TOTAL UNIT REQUIREMENT, RECOMMENDATION OR PREFERENCE OF THIRTY-FOUR INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA, 1949-50, BASED ON SURVEY OF CATALOGUES, 1949-50.

INSTITUTION	Unit Requirement	Units recommended or Preferred
Apprentice School	0 *	
Averett College	15	
Blackstone College	16	
Bluefield College	16	
Bridgewater College	15	
College of William and Mary	16	
Eastern Mennonite College	15	
Emory and Henry College	15	
Fairfax Hall	16	
Hampden-Sydney College	16	
Hampton Institute	16 *	
Hollins College	16	
Longwood College	16 *	
Lynchburg College	15	
Marion College	15	
Mary Baldwin College	16	
Mary Washington College	15	
Randolph-Macon College	16 *	15
Randolph-Macon Woman's College	16	
Richmond Professional Institute	16 **	
Roanoke College	16	
Shenandoah College	15	
Southern Seminary and Jr. College	15	
Stratford College	16	
Sullins College	15	
Sweet Briar College	0	16
Richmond College	15	
Westhampton College	15	
U. of Virginia (Arts & Sciences)	15	
Virginia Intermont College	15	
Virginia Military Institute	16	
Virginia Polytechnic Institute	16	
Virginia State College	16	
Washington and Lee University	15	

* Require graduation from Accredited High School

** Require 15 units if not a graduate

indicating the possibility of having as many as nine of the fifteen elective. Another, Hampden-Sydney, in stating its pattern requirements under this total, does not state a certain number of units specifically required but phrases the requirements in such terms as "... a thorough grounding in English." Mary Washington College actually prescribes but five of the total number. Randolph-Macon College does not actually state any requirement of a certain number of units but advises and recommends that the applicant should have certain courses for entrance and states its total requirement as being "the successful completion of a high school or preparatory course of study." Richmond Professional Institute specifies no uniform requirement but requires fifteen units if one is not a graduate from a secondary school, which implies having the necessary number of units to graduate from an accredited school as the entrance requirement. Shenandoah requires fifteen "acceptable" units. Sweet Briar College "prefers" fifteen units but will consider programs arranged because of some outstanding interest of the applicant or an exceptional curriculum in the applicant's school.

Among the institutions desiring a total of sixteen units for admission we find a variation existing at Bluefield depending upon the type of course the entrant will take but in every case requiring the same total of sixteen units. The College of William and Mary could actually be placed in the category of those requiring no specific entrance units insofar as the pattern is

concerned, but its catalogue states as requirement graduation from an accredited high school with a minimum of sixteen acceptable units or its equivalent. It further states that preference will be given to those meeting a certain pattern. Roanoke College also does not actually state an outright requirement in the pattern but strongly recommends certain units of the sixteen required.

Therefore, insofar as actually requiring a total number of units is concerned there are only three institutions in the State which do not require at least fifteen units and those three require graduation from an accredited high school which means at least sixteen units at present. With a curriculum that did not produce a single Carnegie unit as such it would be impossible to gain entrance to at least thirty-four institutions of learning in Virginia.

Within the total number of unit requirements by the institutions in question the following pattern predominates: English, four units; mathematics (including algebra and plane geometry), two units; history and social sciences, one unit; science (laboratory), one unit; foreign language, two units; and electives to complete fifteen units. This typical pattern of high school units is required of the high school graduate before gaining admittance to most of the colleges and universities in Virginia. It seems probable, therefore, that since this pattern is practically universal it has had influence on the high school curriculum in Virginia. If colleges have such patterns, secondary

schools have two alternatives: they may design for all students a curriculum to meet these requirements or they may determine in advance which students are college-bound and plan for them accordingly.

Benjamin Fine has found the typical plan for the country as a whole to be as follows: English, three units; mathematics, two units; social sciences, two units; foreign language, two units; natural science, two units; and electives, four units.¹

Again recognizing that several institutions in Virginia do not actually make these academic unit requirements compulsory there is nevertheless mention made of their "preference" or "desirability" before admitting. In the case of those specifically stating the requirement or desirability of such units we find, as shown in Table II, that in Virginia sixty-four per cent, or twenty-two institutions, list the requirement or desirability of four units of English, while twenty-nine per cent, or ten, desire or require three units. English, as an entrance requirement ranks important in the State of Virginia and a student would have difficulty gaining entrance if he did not have at least three units. This is true despite the fact that in all the institutions studied an admission requirement is graduation from an accredited high school or its equivalent which would meet the requirement of three units of English.

¹ Benjamin Fine, Admission to American Colleges (New York: Harper and Brothers, 1946), 225 pp.

TABLE II

PATTERN OF UNITS REQUIRED AND DESIRED BY INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA, BASED ON SURVEY OF CATALOGUES, 1949 - 1950

INSTITUTION	English	Mathematics	Social Sciences	Science	Foreign Language
Apprentice School	4 *	3	2 *	1 *	0
Averett College	4	2	2	1	0
Blackstone College	0 **	0 **	0 **	0 **	0 **
Bluefield College	4	2½-3½	1	1	2
Bridgewater College	3	2	1	1	0
College of William and Mary	4	2½	2	2	3 or 2-3
Eastern Mennonite College	4	3	2	2	4
Emory and Henry College	3	2-3	1	0	0
Fairfax Hall	4 *	1 *	2 *	1 *	0
Hampden-Sydney College	4 *** (as such)	2½-3	1	1	2
Hampton Institute	4 *	1 *	2 *	1 *	0
Hollins College	4	2-2½	1	0	3 or 2-2
Longwood College	4 *	1 *	2 *	1 *	0
Lynchburg College	3	2	1	1	0
Marion College	4	2	2	1	2
Mary Baldwin College	4	2	1	0	2
Mary Washington College	3	2	0	0	0

(continued next page)

TABLE II
(Continued)

INSTITUTION	English	Mathematics	Social Sciences	Science	Foreign Language
Randolph-Macon College	4 *** (as such)	3	1	0-1	2 ***
Randolph-Macon Woman's College	4	3	1	1	3 or 4
Richmond Professional Institute	4 *	1 *	2 *	1 *	0
Roanoke College	4	2 $\frac{1}{2}$	1	1	2
Shenandoah College	4	2	2	1	2
Southern Seminary and Jr. College	3	2	1	0	2
Stratford College	4 *	1 *	2 *	1 *	0
Sullins College	3	2	1	0	2
Sweet Briar College	4	3	1	1	4 or 5
Richmond College	4	2 $\frac{1}{2}$ -3	1	1	2
Westhampton College	4	2 $\frac{1}{2}$ -3	1	1	2-2 or 4-1
U. of Virginia (Arts & Sciences)	3	2 $\frac{1}{2}$	0	0	0
Virginia Interment College	3	2 $\frac{1}{2}$	1	0	2
Virginia Military Institute	3	3	2	0	0
Virginia Polytechnic Institute	4	2 $\frac{1}{2}$ -3	1	1	0
Virginia State College	4	2	1	1	0
Washington and Lee University	3	2	1	0	0

* Graduation from an accredited high school without statement of a full pattern.

** Graduation from an accredited high school with statement of "any sixteen units".

*** Graduation from an accredited high school with statement in subjective terms.

In the mathematics field Virginia appears to require slightly more mathematics than the countrywide requirement. Thirteen institutions list two units of mathematics, ten ask for two-and-one-half, five require three units, and five require one unit. These are shown in Table II. Generally, the mathematics required is one or one-and-one-half units of algebra and one unit of plane geometry.

In the field of requirements of social science, which are shown in Table II, the majority requires one unit, with nineteen institutions listing one unit and twelve asking for two. Virginia, by comparison with the national requirement as shown in Fine's study appears to allow greater leeway in this area.

In the science field we again find Virginia institutions being more lenient than the national requirement with twenty of them asking for one unit and two desiring two units. Table II shows each institution's science requirement.

In the foreign language field, although the typical pattern in Virginia has been stated to be equal to the national scale, it must be recognized on closer scrutiny that there is greater leniency regarding the requirement. This can be seen in a study of Table II. Actually, only eleven institutions list two units of a foreign language as required or desirable while three ask for three, and two for four units.

Among the electives allowed it is the general practice to allow no more than four non-academic or vocational units.

Other Factors Considered in Admitting. What factors other than a pattern of unit requirements, as shown by an official transcript of credits, will help an applicant to gain admittance to a college in Virginia? Sixteen of the institutions studied will give consideration to a principal's recommendation. Generally, they are desirous of knowing how the principal feels about the applicant's chances for success in college work. Character and personality information may be indicated in this recommendation.

Evidence of good health is required by at least thirteen of the institutions. A certificate from the family physician will usually suffice, while in some cases the examination must be made at the college.

A certificate or statement of honorable dismissal from the last-attended institution is required by nine of the institutions. In some cases other evidence of good character may be offered, and in some cases this other evidence is required in addition to the previously mentioned certificate. Five institutions require evidence of good character.

Aptitude, placement and achievement test results are used by eight of the institutions for determining admission. Five of the institutions recommend a personal interview if possible.

Four of the colleges require for admission that the applicant graduate in the upper half of the high school class, while a like number ask that the applicant rank high in his graduating class, and one asks for average or better-than-average scholarship. Regardless of what subject a person takes in the secondary school it will help him gain admission if he ranks well acholastically. One institution specifies its consideration of grades as a determining factor, and one states that it will allow conditional admission with an average below "C".

Among other requirements, four of the institutions require the candidate to be at least sixteen years of age, and one of the military institutes limits applications to unmarried males aged fifteen through twenty-two years, at least five feet tall with no deformity or affliction. One institution requires a photo or snapshot.

Two colleges are interested in obtaining a record of extra-curricular activity participation and two desire a personal record blank filled out. One of the schools considers evidence of maturity and ability in its admission consideration.

A letter discussing interests and activities is made use of by one institution, with a five-hundred word essay required by another, and still another asks for a statement of educational objectives. The list of subjects desired by the student in college

is wanted by one other institution.

At least one college gives consideration to a letter of recommendation from a teacher, another considers a letter from an alumna, and still another considers "written recommendations."

Only one institution mentions the use of a mental test score in its admission procedure.

These are factors used as criteria by the colleges and universities of Virginia for determining who is to enter college.

Certificate or Examination. In addition to gaining admission by a certificate or transcript indicating successful completion of a high school or preparatory course consisting of a certain pattern, there is an alternative accepted by twenty-three of the thirty-four institutions studied. This alternative is an examination, and those institutions admitting in this way are indicated in Table III. There are also alternatives offered in the examination to be taken. In some cases the examination required is that of the College Entrance Examination Board; in some, the examination is that used by the State Education Department; in others, an examination constructed at the college is given; and sometimes the applicant is given a choice of these. Bridges reports that less than one per cent of entering college students from Southern states took entrance examinations in 1926.²

² Herbert Lee Bridges, Jr., *Admission Policies of Virginia Colleges*, (Charlottesville, Virginia, Unpublished Doctor's Dissertation at University of Virginia, June, 1948), 204 pp.

TABLE III
 INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA
 ADMITTING BY CERTIFICATE OR EXAMINATION,
 1949-1950

INSTITUTION	Admitted by Certificate	Admitted by Examination
Apprentice School	Yes	No
Averett College	Yes	Yes
Blackstone College	Yes	Yes
Bluefield College	Yes	Yes
Bridgewater College	Yes	Yes
College of William and Mary	Yes	Yes
Eastern Mennonite College	Yes	Yes
Emory and Henry College	Yes	Yes
Fairfax Hall	Yes	Yes
Hampden-Sydney College	Yes	Yes
Hampton Institute	Yes	Yes
Hollins College	Yes	No
Longwood College	Yes	Yes
Lynchburg College	Yes	Yes
Marion College	Yes	Yes
Mary Baldwin College	Yes	No
Mary Washington College	Yes	Yes
Randolph-Macon College	Yes	No
Randolph-Macon Woman's College	Yes	Yes
Richmond Professional Institute	Yes	Yes
Roanoke College	Yes	Yes
Shenandoah College	Yes	No
Southern Seminary and Jr. College	Yes	No
Stratford College	Yes	Yes
Sullins College	Yes	No
Sweet Briar College	Yes	No
Richmond College	Yes	No
Westhampton College	Yes	No
University of Virginia (Arts and Sciences)	Yes	Yes
Virginia Intermont College	Yes	No
Virginia Military Institute	Yes	Yes
Virginia Polytechnic Institute	Yes	Yes
Virginia State College	Yes	Yes
Washington and Lee University	Yes	Yes
	34	23 Yes 11 No

CHAPTER IV

COMPARISON OF ENTRANCE REQUIREMENTS OF INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA 1929-30 and 1949-50

The remark frequently is made to the effect that the trend is toward less rigid requirements for admission and that in due time a general policy of admission will prevail which will allow much more freedom to the secondary school curriculum builders. In an effort to determine a trend and to see how rapidly this trend was resulting in less rigid requirements for entrance and greater freedom for secondary curriculum making, this study has included a survey of the admissions requirements for 1929-30 for purposes of comparison with the 1949-50 requirements.

Romine found that colleges and universities are actually placing more emphasis now on college entrance requirements than in the past.¹ Is this true of the State of Virginia?

In 1929-30, of the thirty institutions on which information is available, there were seven institutions requiring sixteen units, and twenty-three requiring fifteen. This shows, by comparison, as seen in Columns 1 and 2 of Table IV, that ten institutions in Virginia have increased their total unit requirement while three have lowered the

¹ Stephen Romine, "Some Trends in Secondary School Curriculum Practice," School Review, 56: 213-18, April, 1948.

TABLE IV

COMPARISON OF UNIT REQUIREMENTS OF INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA
1949-50 and 1929-30

	1		2		3		4		5		6		7		8		9		10		11		12		13		14						
	Total Units		English		Mathematics		Social Science		Science		Foreign Language		Electives																				
	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950			
Apprentice School	7	0	?	4	?	3	?	2	?	?	0	?	1	?	0	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?		
Averett College	15	15	4	4	1	2	2	2	2	2	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Blackstone College	16	16	4	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bluefield College	15	16	3	4	2	2 $\frac{1}{2}$	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Bridgewater College	15	15	3	3	2 $\frac{1}{2}$	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Coll. Wm. and Mary	16	16	3	4*	2 $\frac{1}{2}$	2 $\frac{1}{2}$ *	1	1	1	2*	2*	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Eastern Mennonite Coll.	15	15	4	4	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Emory and Henry Coll.	15	15	3	3	2 $\frac{1}{2}$	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Fairfax Hall	?	16	?	4	?	1	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?	?
Hamden-Sydney Coll.	15	16	3	4	2 $\frac{1}{2}$	2 $\frac{1}{2}$	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Hampton Institute	15	16	4	4	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Hollins College	15	16	3	4	2 $\frac{1}{2}$	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Longwood College	16	16	4	4	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Lynchburg College	15	15	3	3	2 $\frac{1}{2}$	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Marion College	15	15	4	4	2 $\frac{1}{2}$	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Mary Baldwin Coll.	15	16	3	4	2 $\frac{1}{2}$	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mary Washington Coll.	16	15	4	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

(Continued next page)

TABLE IV
(Continued)

	1		2		3		4		5		6		7		8		9		10		11		12		13		14			
	Total Units		English		Mathematics		Social Science		Science		Foreign Language		Electives																	
	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950	1930	1950
Randolph-Macon College	15	16	2	4	2	3*	1	1	0	0-1	0	2*	9	8																
R-Macon Woman's College	15	16	3	4	2½	2½	0	1	0	1	3	3-4	6½	4½-5½																
Richmond Prof. Inst.	7	16	7	4	1	1	7	2	7	1	7	0	7½	8																
Roanoke College	15	16	3	4	2½*	2½*	1	1*	1	1*	0	2*	7	8																
Shenandoah College	16	15	3	4	2	2	1	2	1	1	2	2	7	4																
Southern Sem. Jr. Coll.	7	15	7	3	7	2	7	1	7	0	7	2	7	7																
Stratford College	16	16	4	4	1	1	2	2	1	1	0	0	8	8																
Sullins College	15	15	3-4	3	2-2½	2	1	1	0	0	2-4	2	7	7																
Sweet Briar College	15	0	3	4*	3	3*	1	1*	1BS	1*	4-5	4-5*	3-4	8																
Richmond College	15	15	3	4	2½	2½	1	1	1	1	2½	0	7½	5½-6																
Westhampton College	15	15	3	4	2½	2½	1	1	1	1	2-4	2-4	13-2½	5-6																
U. of Virginia	15	15	3	3	2½	2½	1	0	0	0	0	0	8½	9½																
Virginia Interment Coll.	15	15	3	3	2½	2½	1	1	1	1	2	2	6½	6½																
Va. Military Inst.	15	16	3	3	2½	3	2	2	0	0	0	0	7½	8																
Va. Polytech. Inst.	16	16	4	4	2½	2½	1	1	2	1	1	0	4½	7																
Va. State College	15	16	4	4*	2	2*	2	1*	1	1*	0	0	6	8																
Wash. and Lee Univer.	15	15	3	3	2	2	1	1	0	0	2	0	7	4-9																

* Prefers, recommends or desires; not required

** Column 14, Bluefield College, Also 6½ and 8½ units elective

TABLE V

INCREASE, DECREASE, OR MAINTENANCE OF UNIT REQUIREMENTS IN THE INSTITUTIONS
OF HIGHER LEARNING IN VIRGINIA, FROM 1929-30 to 1949-50

	Increased Requirement		Decreased Requirement		Maintained same Requirement	
	Number of Institutions	% of Increasing	Number of Increases	% of Decrease	Number of Institutions	% of Inst.
Total Unit Requirement	10	33-1/3	3	10	17	56-2/3
English Unit Requirement	9	30	6	20	15	50
Mathematics Requirement	4	13-1/3	13	43-1/3	13	43-1/3
Social Studies Requirement	3	10	6	20	21	70
Science Unit Requirement	4	13-1/3	8	26-2/3	18	60
Foreign Language Requirement	0	---	10	33-1/3	20	66-2/3

Based on 30 institutions on which information was available for both 1929-30 and 1949-50 sessions.

requirement in the past twenty-year period. One of the institutions was not established as a college at that time and information was unavailable on three others. This leaves seventeen whose total unit requirement has remained exactly the same. Bluefield, Hampden-Sydney, Hampton Institute, Hollins, Mary Baldwin, Randolph-Macon College, Randolph-Macon Woman's College, Roanoke, Virginia Military Institute and Virginia State have each increased their total requirement from fifteen units to sixteen units. Mary Washington College which formerly required graduation bearing sixteen units, now requires fifteen units. Stratford formerly requiring graduation still requires sixteen units. Sweet Briar eliminated its specific fifteen unit requirement. Shenandoah dropped its requirement by one unit from sixteen to fifteen units. Longwood, which requires graduation from an accredited high school had the same requirement in 1929-30.

In considering the pattern of units required within this total Table IV and Table V reveal the differences between the 1929-30 and 1949-50 requirements. Within the total of thirty institutions on which a comparison can be made there are two whose requirements in English are lighter, nine whose requirements are higher, four who no longer require but "prefer" or "strongly recommend", and fifteen which have maintained the same requirement in this field. Columns 3 and 4 of

Table IV indicates the comparison. Blackstone College has eliminated its four unit requirement in English. Hampden-Sydney, which required three units in 1929-30 now requires a "thorough grounding in English", which with their "graduation from an accredited school" requirement indicates four units. Hampton Institute has the pattern requirement as set up by graduation from an accredited school. Randolph-Macon did require three units and now requires "the ability to read, comprehend, and write the English language". The College of William and Mary and Sweet Briar College required three units of English in 1929-30 and now do not require but state a preference for four units. Roanoke College "strongly recommends" four units of English whereas in 1929-30 it required three units. Virginia State College, which formerly required four units of English, now strongly recommends the same number. Bluefield, Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon College, Randolph-Macon Women's College, Shenandoah, Richmond and Westhampton College have increased their English requirement from three to four units. Mary Washington had what would correspond to four units requirement in 1929-30 and now requires three units.

In the mathematics field, shown in columns 5 and 6 of Table IV, there is more of a trend toward leniency rather than the increased rigidity found in the total and English unit

requirement. Eight institutions have relaxed their requirement while four of them have required more mathematics units for admission. Blackstone has dropped its two unit requirement. Bridgewater, Emory and Henry, Hollins, Lynchburg, Marion, and Mary Baldwin have each dropped the requirement from two-and-a-half to two units. Virginia Polytechnic Institute lowered the requirement from three-and-a-half to two-and-a-half units. Mary Washington College increased its requirement from one required to two, Virginia Military Institute from two-and-a-half to three. The College of William and Mary required two-and-a-half in 1929-30 and now "prefers" two-and-a-half units. Sweet Briar required three units and now "prefers" three years of mathematics. Roanoke previously requiring two-and-a-half units now "strongly recommends" that number. Virginia State formerly required two units and now "strongly recommends" the two units. Randolph-Macon College changed from requiring two units to "advising" three units. This leaves thirteen institutions which have at present the same mathematics unit requirement that they had in 1929-30.

In the social studies field, as indicated in columns 7 and 8 of Table IV, Blackstone has eliminated its two unit requirement while the University of Virginia eliminated its one unit requirement. The College of William and Mary required one unit in 1929-30 and now "prefers" two units. Hampden-Sydney which had no requirement earlier now requires one year of

history or civics. Randolph-Macon Woman's College, on the other hand, which had no social studies requirement mentioned in its catalogue of 1929-30, now requires one unit of history. Roanoke no longer requires one unit but "strongly recommends" it. Shenandoah required one unit of history in 1929-30 but now requires two units of social studies. Sweet Briar "prefers" the one unit now rather than requiring it. In 1929-30 Virginia State required two units of history and social science whereas in 1949-50 it "strongly recommended" one unit of history or social science.

There are then two institutions which have definitely lowered their requirement, three which have raised the requirement, one which formerly required one unit now states a preference for two, one which required two units now recommends one, two which previously requested a unit now state the same unit figure as a preference or strong recommendation, and the rest, or twenty-one institutions remain the same.

Over the twenty-year span columns 9 and 10 of Table IV show the comparative requirements in the field of natural science. We again find Roanoke, Sweet Briar and Virginia State leaving the unit figure unchanged but now "strongly recommending" or "preferring" instead of requiring. William and Mary, in moving from its status of requiring to one of "preferring", continues its policy of raising the figure preferred over that required. Blackstone has eliminated its

one unit entrance requirement in science. Virginia Polytechnic Institute lowered from two required units to one, Hampden-Sydney had no science requirement in 1929-30 but now requires a "complete course in either biology, chemistry or physics. Marion College, with no earlier requirement now requires one unit of chemistry or biology. Randolph-Macon Woman's College asks for one unit which is one more than it required in 1929-30. Eight institutions are now more lenient, four are more strict, and eighteen are the same with regard to science requirements.

In the foreign language field a very definite trend toward leniency is evident as may be seen in columns 11 and 12 of Table IV. The following institutions required two units previously and now require none: Bridgewater, Emory and Henry, and Lynchburg. Mary Baldwin has dropped its former requirement of three or four units to two. Richmond College requires no foreign language units whereas it formerly called for four units. Washington and Lee requires no foreign language while it previously called for two units. William and Mary now "prefers" three units in one language or two in two rather than its previous requirement of three units. Roanoke College in 1929-30 required none and now "strongly recommends" two units. Randolph-Macon did have no requirement but presently recommends two full courses in language. Sweet Briar did require four or five units and now "prefers" four or five. This is a total of eight institutions having

a less rigid foreign language requirement than in 1929-30, and two which had no requirement now preferring two units, which leaves twenty-three retaining the same requirement as in 1929-30. There are ten colleges and universities which did not require foreign language units in 1929-30 and still do not for 1949-50.

A real indication of freedom on the part of the secondary school curriculum builders is in the number of electives allowed as distinguished from the prescribed number of units. A difficulty in comparison exists in that colleges have changed their policies and catalogue statements from requiring to giving preference to or strongly recommending. The number of electives allowed is shown in columns 13 and 14 of Table IV. In 1929-30 the College of William and Mary required a pattern of units and allowed six-and-a-half units of electives. In 1949-50 the same college in its statement of "preferences" prescribes all but two-and-a-half to three of its units. Randolph-Macon allowed, in 1929-30, an election of nine units while in 1949-50 it states its requirements in subjective statements which indicates an elective of four units. It does state as a requirement "the ability to read, comprehend and write the English language"; thinks it "advisable" to have elementary algebra and plane geometry and general mathematics; "recommends" two full courses in language and one course in science, and thinks the applicant should have one year of American History and Government. Roanoke strongly recommends

its sixteen units in a pattern which would still allow five-and-a-half elective units whereas in its required pattern of two decades ago it allowed seven electives. Sweet Briar in its requirements in 1929-30 allowed three to four electives for one pursuing an A. B. degree, and three electives for one seeking a B. S. degree. At present it does not require but states that it prefers students having a certain pattern, not of units but of so many years of application to each subject. Roughly, it would allow about five units of electives even within the preferred pattern. Virginia State College "strongly recommends" its pattern and whereas it allowed six electives previously it now allows eight units of electives even within its recommended pattern. In other words, there are five institutions which, broadly speaking, have changed their requirements from a requirement to a suggestive or "preferred" status, and in at least two cases are even more lenient in the number of electives allowed within its "preferred" or "recommended" pattern than they were two decades ago.

Blackstone College accepts any sixteen units while in 1929-30 it allowed seven of its total to be elective units. Fairfax Hall merely requires sixteen units but a comparison cannot be made with 1929-30 since Fairfax Hall was not established as a college at that time. Hampton Institute does not state a unit requirement for 1949-50, except graduation from an accredited school which implies eight elective units,

but did formerly allow six electives in its requirement. Longwood College, as in 1929-30, still does not set up a pattern but requires graduation from an accredited high school. Richmond Professional Institute allows 7.5 units of electives in 1929-30 while now stating graduation is a requirement. It now states that there are no uniform requirements for admission to all school departments and programs. Fifteen units in approved cases from an accredited four-year secondary school are required if the applicant is not a graduate. A minimum of two or three continuous years of English is required. A certain pattern is mentioned for admission to the School of Engineering in which case six-and-a-half units are elective. Stratford College requires sixteen units, mentioning no pattern even as it did not have a pattern requirement in 1929-30 but assuming the eight electives and eight prescribed units. The Apprentice School mentions only full credit in algebra and geometry as a requirement which apparently leaves the rest of the requirements in the elective field within the accreditation requirement.

Bluefield College has retained its 1929-30 admission program of having a differing pattern of unit requirements for different types of courses. In 1949-50 the electives were as follows: Arts Course- $5\frac{1}{2}$, Science Course- $5\frac{1}{2}$, Business Course- $8\frac{1}{2}$, and Engineering Course- $6\frac{1}{2}$. For the 1929-30 session the requirements included electives as follows: Arts Course- $1\frac{1}{2}$

or $3\frac{1}{2}$, Science Course- $5\frac{1}{2}$, Business Course-12, and English Course-8 units. Eastern Mennonite College mentions in its catalogue a least number of units accepted and a number recommended. In its total requirement of fifteen units it allows nine electives under its least number accepted category and specifies all fifteen units in its number recommended.

These are the unusual or differing types of admission requirements situations which make comparisons difficult. Among those of the more comparable group the following comparisons can be made insofar as electives are concerned. Bridgewater College allowed five-and-a-half elective units and now allows eight, all of which may be in commercial, vocational, or non-academic subjects. Emory and Henry allows eight or nine electives with a maximum of four in vocational subjects as compared to six or six-and-a-half electives previously allowed. Hampden-Sydney, which did allow four electives now will accept two or two-and-a-half from subjects other than those specified. A form of limited electives is allowed when three additional units are allowed from mathematics, foreign language, science, and social studies. Hollins has several possible patterns for admission, one of which would allow as much as six units of electives which is near the 1929-30 elective figure of five-and-a-half. Lynchburg prescribes seven units and requires at least eleven of the fifteen from English, mathematics, science, foreign language, and social studies which would allow a maximum elective of four units.

It states in this elective that a maximum of four in vocational or commercial subjects is allowed. In 1929-30 its electives amounted to five-and-a-half units. Marion College allowed four-and-a-half units of electives and now allows four from the fields of science, mathematics, social studies and language. Mary Baldwin did allow four to five-and-a-half and now allows seven. Mary Washington set up no pattern in 1929-30 and now allows ten electives, but not over four in vocational subjects. Randolph-Macon Woman's College, which allowed six-and-a-half units of electives now allows four-and-a-half to five-and-a-half but states that it may deviate from the units requirement. Shenandoah allows four electives whereas it did allow seven electives in 1929-30. Southern Seminary and Junior College allows seven, with not over two vocational units; while Stratford allows eight to be elective since it requires graduation from an accredited high school. There is no 1929-30 information available on the first mentioned institution and Stratford had high school graduation as its requirement of two decades ago. Sullins has retained its allowance of seven elective units but now specifies not over three from the vocational area. Richmond College would allow in 1929-30 seven-and-a-half electives and in 1949-50 allowed five-and-a-half to six. Westhampton College allowed one-and-a-half to two-and-a-half and now allows five to six units. The University of Virginia allowed eight-and-a-half units and now

prescribes but five-and-a-half of its fifteen, but will not allow over four of the nine-and-a-half electives to come from vocational or non-academic subjects.

In 1929-30 most of the electives allowed had to be selected from a specified list or table presented in the catalogue in almost every case. This has been eliminated now in most cases but Virginia Intermont College still specifies its six-and-a-half electives even as it did in 1929-30. Virginia Military Institute allows one-half unit more of electives than it did formerly so that it now allows eight elective units. Virginia Polytechnic Institute jumped in electives allowed from four-and-a-half to a possible seven. Washington and Lee prescribes six of its total unit requirement of fifteen; requires eleven of the fifteen from language, literature, mathematics, history and science, and in its 1949-50 session catalogue publishes its "Table of Entrance Requirements". The electives may be said to range from four to nine units whereas in 1929-30 this institution allowed but seven to be elected.

From this comparison we can see a definite trend toward greater leniency in prescribing and a trend toward an increase in the number of electives allowed. It appears that the institutions of higher learning in Virginia feel that certain subjects are basic and are needed but will allow applicants to enter with a wider range of types of secondary

school subjects than they permitted twenty years ago.

There is a trend in the twenty-year period studied to feel less need on the part of the colleges to require certain subjects than formerly and consequently allow greater freedom or latitude in having so many units in these subjects for gaining admission. The exceptions to this are noted in the total unit requirements and the English unit requirement which have both increased in the past two decades. Aside from the larger number of total units required and an increased requirement in the English units required there are fewer requirements in other subjects, for the most part. This allows greater freedom for the secondary school curriculum builder.

The trend toward less prescription of subject units and allowance of a greater number of electives is not a rapidly moving one, with the majority of the institutions maintaining the status quo so far as the period from 1929-30 to 1949-50 is concerned.

CHAPTER V

A QUESTIONNAIRE STUDY OF ADMISSIONS PERSONNEL IN THE INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA TO DETERMINE DEVIATIONS FROM THE CATALOGUE REQUIREMENTS

A questionnaire was sent to Directors of Admission of the higher institutions of learning in Virginia to obtain information which may not have been available in the catalogue. A sixty-five per cent return was received.

What deviations from the published catalogue policy might be made? Who actually decides on admittance or rejection? Is the admissions personnel satisfied with its admissions policy? What is the feeling of that personnel as to who should go to college and who shouldn't? What procedure is followed in making application and then in making the decision on acceptance? Is the personal interview used? These are examples of the information which was sought through the use of a questionnaire.

Kurani, in his study, found that there was considerable disparity between the printed and the actual requirements. He discovered that there was much uniformity in the printed requirements but wide variation in actual practice.¹ Archibald Mac Intosh, writing somewhat in defense of the college admissions program and personnel, recognizes, in speaking of the parents of

¹ Habib Amin Kurani, Selecting the College Student in America (New York: Bureau of publications, Teachers College, Columbia University, 1931). 124 pp.

a college applicant, that, "as a first resource they will naturally think of the college catalogue, and they may be excused for assuming that this should supply answers to all the questions a parent may want to ask about the college."² This questionnaire was used for the purpose of trying to find out what information, not in the catalogue, is necessary for parents to know.

The third question in the questionnaire was a check upon the number of Carnegie units required for admission to determine whether there would be any deviations between the figure given in the catalogue and that given by the person in charge of admissions. This was also to serve as a check on the study of the catalogue for any errors possibly made in determining what was actually the requirement when that requirement was not stated in terms of units. There were few deviations found.

Blackstone College for Girls requires any sixteen units according to its catalogue whereas fifteen was stated in the questionnaire return as the requirement for the college division. The questionnaire return verifies the fact that the requirement of high school graduation is made with the intent of requiring sixteen units, but shows that in two instances the admissions personnel will apparently admit with one unit less than the catalogue states.

The fourth question dealt with the number of Carnegie

² Archibald Mac Intosh, Behind the Academic Curtain (New York: Harper and Brothers, 1948). 165 pp.

units "recommended" or "preferred" for admission. There is a difference in what colleges require and what they recommend and prefer. Averett "prefers sixteen" units while it requires only fifteen. Emory and Henry "prefers" sixteen or more while it requires only fifteen in the catalogue. Lynchburg College states that it "prefers" or "recommends" but ten units while its catalogue requirement asks for fifteen. Shenandoah prefers sixteen as does Sullins and Virginia Intermont, while all require only fifteen in the catalogue. The tendency here is to prefer one unit more than is required.

The fifth question was a further check on the pattern of units to see if any deviations from the catalogue requirements existed in the pattern requirements. Blackstone College requires, according to its catalogue, graduation from an accredited high school and allows any standard units. Apparently the person in charge of admission feels that a pattern would be somewhat automatically established in this requirement for the respondent stated that the question was not understood and "we require graduation from recognized high school or other secondary school for unconditional admission to college division. All others must make up high school requirements to satisfy Virginia State program." Fairfax Hall, which does not mention any pattern in its catalogue statement does state a requirement in its questionnaire return of four units of English. Longwood, like Blackstone, feels that graduation "implies a basic pattern of units-

since a basic pattern must be given by accredited high schools." Randolph-Macon College requires in its catalogue the ability to read, comprehend, and write the English language and clarifies this in the questionnaire to mean at least four units of English. Shenandoah College requires, according to its catalogue, four units of English and allows four electives. According to the questionnaire this is changed to three units of English and five units of electives.

Question five had a second part to it for the purpose of determining whether the admissions personnel were retaining their pattern of units because they felt that it best promised success in college. There were nineteen institutions who answered this question, with only one registering a negative reply. The Apprentice School, being a technical institute, qualified its reply by stating that they felt it best promised success "for this type of school." Longwood College also qualified its reply by stating that it best promised success "when other factors are considered." It is apparent that the institutions of Virginia have, through their experience, determined that a pattern of units does help to determine success in college. It may be, on the other hand, that the institutions view traditionally, that the pattern helps determine success, because studies have indicated that such is not the case, and it is largely in the establishment of this pattern requirement that the domination of the secondary school curriculum takes place.

The sixth question asked if the admissions personnel would deviate in any way from the pattern and to indicate the minimum amount on which admission could be gained in the event of a deviation. Sixteen institutions replied that they would deviate from their pattern and five replied that they would make no deviation. The Apprentice School will admit in some cases with one unit of algebra and one of plane geometry or two units of algebra rather than its three unit mathematics requirement. Averett will permit a deficiency in mathematics to be made up in the college if the applicants are high school graduates. Bluefield will deviate in the mathematics and foreign language subjects "if the work is made up here or somewhere else within a year." William and Mary, which prefers students having certain units, will deviate a unit lower in English, social science and natural science, one-and-a-half units lower in mathematics, require no foreign language, and will allow an equivalent increase in electives. Eastern Mennonite College states that it will deviate to the extent it will "admit students upon a satisfactory score on the G.E.D. Tests." Emory and Henry says that "any deviation must be made up by work done here. Have accepted 12 Carnegie units plus G.E.D. tests, provided rating is acceptable." Hampden-Sydney will deviate in its foreign language requirement. Hollins College will admit with just two language units "if her record is unusually strong and if her two units of language have been completed with high grades." Lynchburg will admit with a mathematics deficiency which

the student can make up. Marion College will "deviate from the pattern if the student plans to take terminal course." Randolph-Macon will admit with as little as three units of English and two units of mathematics. Randolph-Macon Woman's College will admit with a deficiency of one unit in mathematics and with but two units in a foreign language. It says "occasionally we will consider the record of a superior student who does not meet our specific requirements, but who has a good selection of units. For instance, if a girl offers only two units in a language but has four units in science and other substantial units, the Committee would probably accept her." Roanoke deviates from its foreign language requirement to the extent that it will admit without it. Shenandoah says that, "in special cases, other standard units may be substituted for foreign language units." However, "not more than four units of vocational subjects will be considered for entrance." Stratford will lower its requirements in mathematics, social and natural sciences, foreign language and allow as many more electives in "exceptional cases." Sullins, like Marion, will deviate for those taking terminal courses. Richmond College will allow admission to "students who lack two units in a language or the alg. and plane geom." who "may make this work up by taking additional college work without college credit." Virginia Intermont "will admit graduate of accredited high school with any 15 standard units to terminal courses only."

Question seven asked for the per cent of those who are

admitted deviating from the regular required pattern. There are only eighteen institutions able to estimate the percentage. It ranged all the way from no deviations to 90%, or from "exceedingly small" to a "rather high per cent." There were two institutions which had permitted no students to be admitted deviating from the regular pattern. Two institutions had admitted deviation cases of approximately 1%, one had admitted 2.8% deviating, one had admitted 4%, two had allowed 5%, four had 10%, one-25%, one-35%, one-50%, and one 90% deviation.

Averett had admitted about four per cent with deficiencies in mathematics. Bluefield and William and Mary each had about five per cent deviating from its regular pattern. Emory and Henry had a one per cent deviation, while Fairfax and Mary-Baldwin had no deviations. Hampden-Sydney, Roanoke, Shenandoah and Richmond College each had a ten per cent deviation. Hollins replied that it had "not more than 1% if that many." Lynchburg said it was "exceedingly small" while Randolph-Macon said it had "a rather high per cent due to large number not offering language from high school." Marion had about thirty-five per cent deviating. Randolph-Macon Woman's College answered that "last fall six students or about 2.8% did not offer the specific units indicated in" the question on the pattern. Sullins deviated to the extent of twenty-five per cent, Virginia Intermont fifty per cent, while Stratford claimed the greater part of its student body deviated, as many as ninety per cent.

It appears that the institutions for the most part are not rigidly adhering to the pattern requirement. This may indicate they do not regard the pattern as absolutely essential and if the secondary school curriculum worker wants to "chance it" he can allow a greater choice in electives in the high school on this basis. The pattern is there but exceptions will be made. Colleges, knowing their students must come from secondary schools, indicate they will often accept what the high school provides.

"Who makes the final decision on admittance or rejection?" was the eighth question. The only important reason for determining this so far as this study is concerned was to inform the secondary school people how many individuals would give consideration to its applicants and in whose hands the final decision rested. This would be important for articulation and cooperation programs. In twenty of the twenty-two colleges and universities replying to the questionnaire from the total of thirty-four being studied a committee on admissions makes the final decision. In one institution a Dean of Admissions has the authority while in one college the President decides.

It would not seem that a case can be made for either the Committee or single individual method of handling admissions. There are advantages and disadvantages to each plan. The Committee plan seems to be a more democratic method and brings more viewpoints to bear on the case. However, a person should be well-versed in the principles under-lying admissions and trained in the position,

which is likely to be most difficult for all persons on a committee. It can be assumed, however, that a Dean of Admissions is probably better fitted for the work than would be a College President who is likely to be too greatly occupied with other duties. Regardless of who is involved in the work the proper approach must be made.

Kurani feels that the selection procedure has become an elimination process rather than one of direction. There is a failure to help those refused admission.³ A Dean or Director of Admissions should give guidance to all applicants whether accepted or not. The Dean of Admissions should be a liaison officer between the secondary school and the college, bringing about a closer articulation between the two. Kurani felt that the admissions program and personnel should improve teaching instead of making it harder to teach.⁴ So long as the end-product of the secondary school must have judgment passed upon him by someone from the higher institution of learning any articulation or cooperation will most likely have to spring from that person. Colleges and universities, since they are of a selective nature in admission, have the primary responsibility for arranging coordination and cooperation.

From the results of question nine it is apparent that not too much change can be expected in admissions policy in Virginia.

3 Kurani, op. cit., p. 57.

4 Kurani, op. cit., p. 47.

For in reply to the question regarding the admissions personnel's satisfaction with the general institutional policy on admissions there was not one institution which indicated dissatisfaction. Twenty-two institutions replied in the affirmative—"yes, we are satisfied." One of the colleges stated that it was satisfied "generally" but that "progress requires improvement." Another of the institutions while stating its satisfaction says, "perhaps this can be qualified by the statement the public schools have changed their graduation requirements. We accept graduates of high schools. We have to." This indicates a trend toward more freedom for the high schools. Still another states its satisfaction and tells that, "we have been working on our admissions policy for several years--The new program is set forth in the 1950-51 catalog--"

COLLEGE OF WILLIAM & MARY

Question ten dealt with the philosophy of the admissions personnel. It is necessary to understand the varying viewpoints on admissions philosophy before analyzing the questions asked in this part of the questionnaire. The Admissions policy established by any institution will rest upon its total philosophy. If its philosophy is a democratic one its admissions policy will be influenced accordingly. There appears to be great disparity in the opinions of educators as to what constitutes a democratic policy, however, although all would probably claim their philosophy to be democratic. Some feel that a democratic approach would mean that all who desire to gain further education should not be prevented from so doing. Another group feels that if such were the case

education would necessarily become inferior and the general welfare would suffer accordingly. There is also a third group who feel that the democratic process would be one in which all who desired to attend a higher institution of learning should be allowed to do so but not necessarily at the particular institution desired. Each individual should be fitted to the institution and each institution fitted to the individual which would be best for each other.

Bridges quotes from Van Doren to express the viewpoint of those in the first group mentioned above, by saying:

What was once for the few must now be for the many. There is no escape from this--least of all through the sacrifice of quality to quantity. The necessity is not to produce as many masters as possible, even though this may be millions. An ancient sentence about liberal education says it is the education worthy of a free man, and the converse is equally as ancient; the free man is one who is worthy of a liberal education. Both sentences remain true, the only difference being to know how many men are capable of freedom. The capacity was once a favor bestowed by fortune. The gentleman was a rare fellow whose father was rich or famous....No society can succeed henceforth unless its last citizen is as free to become a prince and a philosopher as his powers permit. The greatest number of these is none too many for democracy, nor is the expense of producing them exorbitant.⁵

Mac Intosh expresses something of the viewpoint of the group who feel the selective process is the democratic process at the present time. He says,

⁵ Herbert Lee Bridges, Jr., Admission Policies of Virginia Colleges, (Charlottesville, Virginia, Unpublished Doctor's Dissertation at University of Virginia, June, 1948) 204 pp.

Certainly the educational institutions will not turn out capable, well-poised, and useful citizens if they subject young men and women who enter their halls to a meaningless and frustrating taste of college life and then turn them loose more bewildered and misdirected than they were before they made the attempt to be 'educated'....Not to mention the affect on the college.⁶

Kurani expresses the viewpoint of the group who favor higher education for all in the appropriate institution for them.

Speaking of the democratic conception he says,

An organization of education should, therefore, attempt, as far as possible, to provide opportunity for every member in the social group to profit from its advantages. An organization which through certain devices prevents an individual from growing, is not democratic.

He then says,

On the other hand, our native endowment represents such a wide range of possibilities for achievement that seldom has any individual attained to the fullness of his inherited possibilities.⁸

He concludes by saying that in a democracy selection ceases to place its main emphasis on elimination. There are three factors to be considered: (1) the student's abilities, (2) the student's desires, and (3) the kind of and nature of existing facilities. Then after considering the three factors an attempt is made to point out the institution which will best serve his interests.⁹

The first part of question ten was designed to determine

6 Mac Intosh, op. cit., p. 10.

7 Kurani, op. cit., p. 101.

8 Kurani, op. cit., p. 105.

9 Kurani, op. cit., p. 105.

whether the admissions personnel favored the "all may attend" viewpoint. The question asked was, "Do the admissions personnel feel that everyone who feels that he can profitably attend college should be admitted?" The institutions of Virginia were fairly evenly divided on this point with eight of them replying yes and twelve of them no. One of the colleges replying affirmatively qualified its reply by adding the statement, "to some college." An institution replying in the negative said, "not if he is simply kidding himself." Another replying "no" said that "some 'feel' it but have poor judgment of their ability." The larger number of institutions replying did not accept the viewpoint that all people should be allowed to attend higher institutions of learning.

The second part of the question was as to whether a person should be rejected at the outset if inadequate financial support was the only disqualifying factor. The institutions of Virginia were again fairly evenly divided but the larger proportion did adopt a somewhat democratic, albeit somewhat impractical, viewpoint. Thirteen schools said they would not reject anyone not having adequate financial support if other qualifications were met while seven replied that this would be a disqualifying factor. One of this latter group would be expected to adopt this viewpoint since it is a private school. A college which would not reject makes the qualification that it would not reject "provided help can be obtained." One of the colleges which will admit replies that "we would accept on the record, but could not guarantee financial

support." Still another of the colleges which would not let this deficiency be a cause for rejection faces the practicality by stating, "but it doesn't help his finances for us to feel so." On the basis of these questionnaire replies it would not appear to be justifiable for a secondary-school administrator or guidance director to discourage a well-qualified but financially restricted student from considering college.

Some colleges are highly selective scholastically or academically and eliminate the so-called non-scholastic student at the outset. Others are less selective and the non-scholastic are then eliminated along the way. Their viewpoint is that, "the non-scholastic type of student has the opportunity for some college experience, even though it may only be for one year."¹⁰ The third part of question ten was designed to get the opinion of the Virginia colleges on this matter. The question asked: "Do the admissions personnel feel that some should be admitted even though lacking full qualifications on the assumption that even though they might not remain through graduation it would nevertheless be a profitable experience for them?" The result was eleven yes and seven no. The larger proportion of answering colleges indicate that they feel the non-scholastic student should be given an opportunity at higher education. One of the institutions agreeing to this says that "very

¹⁰ Mac Intosh, *op. cit.*, p. 23.

few" should be admitted under these conditions. Another states, "with due limitations." "Handle with care, don't make this an excuse for pure laxness," replies another. Most of the colleges of Virginia would probably agree with the statement made in suggesting a study on the causes of academic mortality in college that,

Such a study might even show that, among the roughly 50 per cent who do not finish college, many have had an experience that is of some real value to them, even though proper guidance would in all probability have enabled them to use their time to better purpose. 11

The last part of question ten was an effort to determine whether the institutions of Virginia felt that a greater number of students should be admitted than is presently the case; a lesser number, or remain about the same. The replies to this question may have been affected as much by a regard for the facilities of the institution as they were by a philosophy. There were nine schools who felt a greater number should be admitted with seven opposed to admitting a greater number. Fourteen institutions would not want the colleges to admit fewer students than they are presently admitting while two would like to see fewer students admitted. Six institutions feel that the present number of admissions is satisfactory while ten do not. One college, a teacher-training institution, thought that about the same number should be admitted as at present but fewer should be admitted "if we are thinking of teacher-training colleges." An institution which felt that a

11 Mac Intosh, op. cit., p. 70.

greater number should be enrolled "only if qualified" felt that "more should be enrolled in the upper quartile, especially." A college which did not reply to this part of the question said it couldn't answer because it "depends on circumstances."

Answers to this part of the questionnaire would seem to indicate that the institutions of higher learning in Virginia have a more democratic philosophy in theory than they do in practice.

Question eleven gave this picture of the procedure to be followed by a prospective student seeking admission. A letter is received by the college from an interested student. The catalogue is mailed which contains a formal application blank or an application blank is enclosed. Additional literature may be sent. The applicant fills out the application and mails it back with the registration fee enclosed. In one case a record of activities participated in and an indication of courses interested in must be enclosed as well. A questionnaire must be filled in for two of the institutions. Upon receiving the application the college requests a transcript of the high school record. In some cases the applicant is requested to have a physical examination and forward the health blank or Doctor's certificate to the college. The applicant or the high school may be requested to send records of any tests which might have been taken. At least one institution requests the Scholastic Aptitude test of the College Entrance Examination Board be taken; another requests the Scholastic Aptitude test record of the individual from the State Department of Education; another

requests that sometimes the College Board Achievement test results be made available as well as the Scholastic Aptitude test; another requires American Council on Education Psychological Examination scores; and one institution requires an intelligence test result.

Personnel records must be filled out for some institutions. One of the schools asks for a birth certificate and a photograph. Another asks for an example of the applicant's written work--an essay or English paper. References or letters of recommendation are usually required and generally three are necessary. The principal's letter, a letter from a teacher, and from a minister seem to be preferred. In one instance, one of the three must be a letter giving financial rating of the applicant. In some cases the college asks the recommender to write, after having been given the name by the applicant and in certain cases forwards a form to be filled out. In other cases the applicant is told to ask people to write the letters. In several cases the applicant is urged to have a personal interview, when possible.

The next question gives an idea of the procedure followed by the college in making the decision on acceptance. The procedure on the part of the college is usually for the committee to review all information available on the applicant. This is done individually in some instances, by the whole committee as a group in others, and in both ways occasionally.

If there are doubtful cases some institutions seek more information or require additional tests. In other instances they

arrange for personal contact if possible. At one of the colleges the complete applications are reviewed by two members of the committee and then the chairman makes the final decision. This procedure is reversed in another school where the applications are submitted by the Chairman to the committee, with recommendations. Irregularities are carefully reviewed and considered. One Virginia institution says that all evidence is considered by the committee, questions are allowed all members, and then the committee votes. Another replies that its procedure is to have "applications submitted" and "pertinent data obtained." A girls' college states that the committee begins its work in February or March and that each member studies the entire file-then they meet and discuss and a decision is reached. One other says that the application papers are reviewed individually by each member of a five-member committee. Then balloting takes place with each committee member casting a ballot individually and four official votes are required to admit. Another institution tells of a series of meetings after each series of College Board tests.

The procedure of one institution is to examine the records and notify the applicant of his acceptance or rejection. "Accept or reject-notify," is the first statement on procedure of another. A more complete procedure is indicated by one institution which says that the admission committee "will either accept, reject, suggest more work, or refer the applicant to the Dean for an interview before final action is taken."

After a careful study of Virginia college and university catalogues had been made a list of twenty factors used by these institutions for making their decision on admittance was formulated. The thirteenth question asked the college representative to check the items which he regarded as significant in determining success in college. A summary of the responses to this question is shown in Table VI.

According to the results of the questionnaire the admissions personnel of the Virginia institutions of higher learning feel that the probabilities for determining success in college can best be determined by an applicant's scholarship, character and personality. Twenty institutions ranked each of these as items of significance. Rank in class was the next most highly regarded item getting the vote of nineteen institutions. Eighteen institutions then selected each of these three items as significant: principal's recommendation, health, and emotional maturity. One of the institution's selecting "pattern of units" as a significant item said it was an item of significance "if not too hide-bound." The geographical location of residence was mentioned as an item of significance by five institutions, with one qualifying this by saying "in some cases." One institution mentioned that the G.E.D. test is a poor indication of success in the work of the Freshman year in college and one felt that perseverance was important enough to mention. Another felt that motivation was an item of significance in this respect.

TABLE VI

FACTORS REGARDED BY COLLEGE ADMISSIONS PERSONNEL AS SIGNIFICANT
FOR DETERMINING PROBABILITY OF SUCCESS IN COLLEGE

Items of Significance	Number of Virginia Institutions Regarding as Significant
Scholarship	20
Character	20
Personality	20
Rank in Class	19
Principal's Recommendation	18
Health	18
Emotional Maturity	18
Intelligence Tests	17
Aptitude Tests	14
Extra-Curricular Participation	14
Pattern of Units	12
Recommendations (Other than Principal and Alumni)	12
Personal Interview Results	11
Recommendation of Alumni	11
College Entrance Examination Board Tests	9
Age	8
Tests (Other than Intelligence, Aptitude, CEEBS)	7
Family As Alumni	6
Geographical Location of Residence	5
Perseverance	1
Motivation	1

With this indication of what would be regarded as good items for determining success in college the second half of the question asked for the five factors which would be regarded as most influential in reaching a decision to accept a student, and to rank them in order of importance. The factors regarded as most influential are shown in Table VII. If an institution ranked a factor as first in influence it was given a weighting of five points. Therefore, if eight institutions ranked a factor first it received a total of forty points as was the case in regard to scholarship. A ranking of second by an institution gave the factor four points; a ranking of third gave three points; a ranking of fourth gave two points; and a fifth ranking gave one point. The total weight given each factor was then determined by totaling the points.

The factor which was mentioned most frequently among the first five was Scholarship, having also the largest number of institutions ranking it first. Character received the most frequent mention among the first five after scholarship. Character was ranked first in importance by seven of the institutions while eight ranked scholarship first. The next most influential items in gaining admission were, results of tests, principal's recommendations, rank in class, the pattern of units, emotional maturity, and the applicant's health.

The ranking of the top six would be:

1. Scholarship
2. Character
3. Tests
4. Principal's recommendations
5. Rank in class
6. Pattern of units

TABLE VII

FACTORS REGARDED BY ADMISSIONS PERSONNEL AS MOST
INFLUENTIAL IN ADMISSION

Factors	Number of instns. ranking 1st (5pts.)	Weighted Scores			
		2nd. 4pts.	3rd. 3 pts.	4th. 2 pts.	5th. 1 pt.
Scholarship	40	24	9	2	0
Character	35	0	3	4	2
Tests (other than CEEB)	5	12	15	4	3
Principal's recommendation	10	8	6	8	2
Rank in class	5	16	0	0	1
Pattern of units	0	8	9	4	0
Emotional maturity	0	4	6	4	1
Health	0	0	6	2	4
Personality	0	4	3	2	2
Over-all high school record	10	0	0	0	0
Character and personality	0	0	3	0	2
Extra-curricular activities	0	0	0	4	1
Results of personal interviews	0	0	3	2	0
Family-life background	0	0	3	2	0
College Board examinations	0	4	0	0	0
Ability	0	4	0	0	0
Entrepreneurship	0	0	0	2	0
Alumni recommendations	0	0	0	0	1
Other recommendations	0	0	0	0	1

Each of these had also rated well with admissions personnel as factors for determining success in college. One of the institutions says that character and personality are tied up with all the others and that the relative importance of these varies with the individual. Another, ranking scholarship first, says that this includes units in which credit is earned. One college refused to rank in order of importance,

as we look at the whole record Scholarship; Aptitude as shown in CEEB Aptitude tests; ability to do sustained thinking as shown in written work; character and personality of student; Principal's recommendation, provided the school is of such size that the Principal has time to know the students and know whereof he or she writes.

Another institution states that, "It was difficult to rank these. Ranking would vary with high schools from which applications come. We doubt very much the reliability of the ranking. All factors shown are important."

Question fourteen was designed to determine how many of the Virginia institutions would admit if the regular pattern was not met. A core-curriculum, broad-fields curriculum, a fused program, an experience-centered curriculum, or a non-subject centered curriculum were all mentioned and briefly described. The question was then asked if an applicant, had experienced such a secondary school curriculum in which subject-matter lines were disregarded as such, would you be likely to admit him if he met the other requirements? The replies indicated that, in spite of what the catalogues said and in spite of what the admissions personnel may prefer or strongly recommend, there

are fourteen institutions of the twenty-two replying which say they will admit without the pattern in the case of broader or more flexible secondary school curriculums. These are shown in Table VIII. In addition there is one which will admit if the student graduates from an accredited school; one which will admit if the school he comes from is accredited, and one which will admit if the applicant has taken the College Entrance Examination Board tests and meets its requirement there. There are eight of the entire eighteen institutions replying to this question which will admit under these "non-clearly-defined subject-matter" circumstances on a conditional basis, one which will admit unconditionally and the remainder did not reply. Five institutions refuse to admit in this manner either conditionally or unconditionally.

The last question asked, if in the curriculum situation referred to in question fourteen the principal of the secondary school claimed that the curriculum was equivalent to the institutions unit requirements for admission, would it be likely to admit him? Fourteen of the twenty-one replying stated they would, one said maybe, one said it would admit if the applicant was graduated from an accredited school, one if the school were accredited and one if the applicant had taken the Scholastic Aptitude and Achievement tests of the College Board. Only one of these would admit unconditionally while five stated they would admit conditionally, and the remainder did not reply. There were three institutions which still would not admit under these circumstances. A similarity is noticeable in the replies

made to this question and those of question fourteen.

TABLE VIII

INSTITUTIONS OF VIRGINIA ADMITTING WITHOUT CLEAR-CUT SUBJECT
MATTER SECONDARY SCHOOL BACKGROUND

Institution	Institutional Replies on Admitting Without Unit Pattern
Apprentice School	No
Averett College	Yes
Blackstone College	Yes
Bluefield College	Yes
Bridgewater College	Unknown
College of William and Mary	Yes
Eastern Mennonite College	Yes
Emory and Henry College	Yes
Fairfax Hall	Yes
Hampden-Sydney College	No
Hampton Institute	Unknown
Hollins College	No
Longwood College	Yes
Lynchburg College	Yes
Marion College	Yes
Mary Baldwin College	No
Mary Washington College	Unknown
Randolph-Macon College	Yes
Randolph-Macon Woman's College	Yes
Richmond Professional Institute	Unknown
Roanoke College	No
Shenandoah College	Yes
Southern Seminary and Junior College	Unknown
Stratford College	Yes
Sullins College	Yes
Sweet Briar College	Unknown
Richmond College	Yes
Westhampton College	Unknown
University of Virginia	Unknown
Virginia Intermont College	Yes
Virginia Military Institute	Unknown
Virginia Polytechnic Institute	Unknown
Virginia State College	Unknown
Washington and Lee University	Unknown

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

There is no single standard or method, or combination of these, in existence at the present time in the higher institutions of learning in the State of Virginia, for admission to these institutions. There are, however, basic methods which are applied in different degrees and combinations for determining admission. The higher institutions of Virginia have similar policies and pursue similar procedures in deciding on admission.

Only three of the thirty-four institutions studied will admit on the holding of a secondary school certificate or diploma alone for the majority ask for the certificate plus an academic program made up of certain required subjects. The three not having this requirement expect that this academic program requirement will be met by graduating from an accredited secondary school. There are several institutions which require a total number of units but state a preference for or strongly recommend a pattern of units within this total rather than stating it as a requirement. A pattern of units is necessary for gaining admission to most of the higher institutions of learning in Virginia according to their catalogues. Virginia institutions are generally more liberal in their catalogue requirements than are the institutions studied on a national scale and reported on by Fine. The

predominating unit pattern for admission to Virginia institutions is as follows: English, 4 units; mathematics, 2 units; history and social studies, 1 unit; natural sciences, 1 unit; foreign language, 2 units; and 5 electives; total 15 units. The Virginia institutions have not yet adopted the viewpoint of San Francisco State College which has developed a program of entrance requirements which leaves the high school free to determine the curriculum program.¹ Little heed has been paid to the conclusion drawn after the Eight-Year Study had been made that, "One must question the contribution that the prescribed pattern of units makes to insuring success in college."²

There were sixteen institutions who replied in the questionnaire that they would allow admission with deviations from their unit pattern requirement. The proportion of deviates of students admitted, in the case of those who would allow deviation, was from 1% to 90% of the entering students. The generally accepted maximum of non-academic or vocational elective units allowed is four units.

There appears to be considerable discrepancy between the entrance requirements described in the catalogues and the actual policy that would be followed by the admissions personnel if the circumstances warrant it. The actual practice is distinct

1 Benjamin Fine, Admission to American Colleges (New York: Harper and Brothers, 1946), 225 pp.

2 Herbert Lee Bridges, Jr., Admission Policies of Virginia Colleges, (Charlottesville, Virginia, Unpublished Doctor's Dissertation at University of Virginia, June, 1948), 204 pp.

from the published requirements but it is indicated in the writing of educational authorities that it is what the catalogue says, and not what the committee on admissions may do in individual cases which actually influences the offerings of most high schools. A pattern of units is not necessary to gain admission for matriculation at seventeen higher institutions of learning in Virginia, according to the replies on a questionnaire directed to the admissions personnel of the institutions. It may be that these institutions rely upon the accrediting agencies requirements for generally they do require graduation from an accredited high school. There were only two of the seventeen who specifically mentioned they would admit on this basis if the candidate came from an accredited secondary school.

The colleges, according to the replies received on the questionnaire, appear to have some doubt about the necessity of a pattern of units when it comes to the final analysis and yet do not appear to be progressively removing such a requirement from the catalogues. Since secondary school staffs have the catalogue as the statement by which the higher institutions will abide, they are likely to include such subjects in their basic graduation requirements in most instances. The admissions personnel of higher institutions are not convinced by the various experiments, studies, and statements of educational authorities that the unit system is outmoded and should be eliminated.

While present standards for determining admission do not

appear to be satisfactory to those who have studied the problem or to secondary school personnel, in contrast, present standards for determining admission appear to be satisfactory to most of the admissions personnel of the colleges of Virginia.

Scholarship and class-rank appear to be important in a determination of who should be admitted to college. The institutions of Virginia do not encourage the low-ranking student to apply for college entrance and make it difficult for him to get in even though they feel that some college experience is better than none in many cases. Scholarship and class-rank are regarded as important apparently because colleges have found through experience that the high school record provides an index of the caliber of work that may be expected. Therefore, secondary school administrators should know and should so inform their college-bound students that if they want to go to college they should attempt to get good marks and rank high or they may be required to take tests to prove their ability. Low grades or aptitude indicates the student will have trouble with college material. Some of the colleges in Fine's study found that students with high grades from one school do not do as well as those with mediocre grades from another. They also found that some individuals with a high I.Q. did not do as well as some with a low I.Q. who put great effort into their work.³

³ Fine, op. cit., p. 49.

Character and personality are likewise regarded as important factors for determining admission, even though difficult to evaluate. Letters of recommendation, interviews and writing by the candidate are some of the most commonly used methods for gaining insight into these intangibles. The letters most frequently desired are from principals, teachers, pastors, alumni, and business men.

Since principal's letters of recommendation are important, largely as a supplementary factor, responsibility is placed upon the administrator to become well-acquainted with his college-bound students. Carrothers writing on the subject of principals' recommendations expresses his opposition to the use of the principal's recommendations because of (1) large enrollments in the high school today; (2) the fact that there are over 1500 colleges and universities now; (3) the varied interests and varied curricula; (4) principals can't tell about the college by its catalogue; (5) the college by selecting will assume greater responsibility for success; and (6) that local pressures are brought on the high school principal.⁴ These points are mentioned in this study to indicate that there may be a need for more careful use of this criterion.

Health is another important factor to be considered

⁴ G. E. Carrothers, "Should a High School Principal Be Expected to Recommend Students for College Admission?" North Central Association Quarterly, 22: 291-3, January, 1948.

from the standpoint of the ability to do college work and also from the harm that might be done to the physically frail student. Thirteen institutions in Virginia require a health examination before admitting.

Extra-curricular activities, although receiving increased emphasis in the secondary school, appear to be only lightly regarded in the admissions procedure, for only two institutions in Virginia state in their catalogues an interest in obtaining a record of extra-curricular activity participation.

Aptitude, placement, and achievement test results are used, by eight of the thirty-four institutions studied, for determining admission. One institution mentions in its catalogue the use of an intelligence test. Virginia institutions are not making adequate use of objective data of this nature in their admissions work. Bridges quotes J. P. Guildford as saying that "the general intelligence examination is predictive of academic success but not with a high degree of individual accuracy."⁵ Then quoting from Brown's study in 1928 of the use of psychological tests as a part of admission requirements he says, "intelligence tests are the best single source of information for predicting success in college; but should not be the sole criterion in deciding upon admission to college."⁶ Kurani reports

⁵ Bridges, op. cit., p. 149.

⁶ Bridges, op. cit., p. 150.

that numerous studies of the matter "leave no doubt that intelligence is one of the basic factors conditioning scholastic success.⁷ Aptitude and personality factors are as important as intelligence in determining successful performance in college.⁸ The scores on tests of mental ability or college aptitude are of prognostic value but Virginia institutions do not appear to make much use of such types of tests in their admissions program. These afford indications of ability to do college work rather than reflecting what has been achieved in the high school.

The alternative of holding a certificate and a transcript record from high school for admission to colleges in Virginia, is gaining admission by examination. Twenty-three of the twenty-four institutions replying to the questionnaire will admit by examination, although this method appears to be used infrequently by most candidates. There are many educators who feel that the entrance examination method of admission is even more binding upon the secondary school teacher than is the certificate plan. As Bridges reminds us, "The criticism was frequently advanced that the examinations restricted the freedom of the secondary school teacher."⁹ The teacher feels that he must prepare the student to pass the

⁷ Habib Amin Kurani, Selecting the College Student in America (New York: Bureau of Publications, Teachers Col-Columbia University, 1931), 124 pp.

⁸ Bridges, op. cit., p. 153.

⁹ Bridges, op. cit., p. 144.

test and it leads very rapidly to rote memorization, especially if the teacher is familiar with what the test is usually like. Farrand, however, expresses the feeling of those who hold other views about the examination method of admission for he says, "A fair examination is no hindrance to good teaching. It does restrict undue freedom, and it is a check to vagaries, but at the same time, it is an incentive to thoroughness and with good teachers the examination is an incident rather than an end." ¹⁰

All but two of the institutions studied delegate to a committee on admissions the responsibility of admitting an applicant. There seems to be little done for those not admitted. The whole process appears to be one of elimination rather than guidance or direction.

There are some interesting factors revealed in the comparison made between entrance requirements of 1929-30 and 1949-50. In view of the studies made which show that secondary schools are dominated by the higher institutions of learning and that this is undesirable, it would be expected that some rather radical changes might have taken place by this time. In some ways it seems that college admissions personnel had a broader and less exacting admissions policy earlier than is evidenced today. An example of such an early viewpoint is that found in the 1886 University of

¹⁰ Bridges, op. cit., Footnote #6, p. 145.

Note: Benjamin Fine presents the arguments in favor of and against the use of examinations and certificates for entrance as they have been summarized in the Bulletin of the American Association of University Professors, on pages 20-22 of his book, Admission to American Colleges.

Virginia catalogue from which the following quotation was made by
Bridges:

But it has never been the policy of the University to reject any student merely because of deficient preparation. The standards of teaching and of examination can be otherwise maintained; and experience has shown in a multitude of instances that young men of vigorous mind and earnest purposes of diligence, brought hither by a laudable ambition to excel, may overcome all disadvantages, and become conspicuous among their fellows for success in Study. On the other hand, such cases of failure to profit by the University teaching as sometimes occur are traceable in nearly or quite all cases, whatever may have been the state of preparation, to ill health, to idle or vicious propensities, or at least to lack of earnest and resolute diligence. In such cases, as they arise, the proper remedy is applied. It is not thought useful or necessary to guard against their occasional occurrence by indiscriminate rejecting at the outset. ¹¹

As a result of the studies mentioned previously in this study and others like them ¹² there is an indication that there is room for improvement in the entrance requirements and so it is natural that we make a comparison from the past to the present to determine what changes have been made.

There is a trend in Virginia since 1929-30 to increase

¹¹ Bridges, op. cit., pp. 29-30.

¹² Note: Brown University experiment, reported on by:
R. V. Burkhard, "Breach in the College-entrance Barricade," Clearing House, 22: 476-7, April, 1948.
Study of 1500 paired students written about by Chamberlin and quoted by:
P. B. Diederich, "Abolition of Subject Requirements for Admission to Colleges," School Review, 57: 364-70, September, 1949.
University of Wisconsin experiment written about by:
E. E. Milligan and others, "Success of non-high-school Graduates in Degree Programs at the University of Wisconsin," School and Society, 67: 27-9, January 10, 1948.

the total number of units required for admission. Ten increased, while three lowered and seventeen remained the same in their total unit requirement.

There is a slight trend in Virginia since 1929-30 to increase the English unit requirement. There are six institutions whose unit requirement is not as great and nine whose requirement is greater while fifteen have maintained the same requirement. There are four listed among the group whose requirement is not as great because they no longer require but "prefer" or "recommend", but in so doing some have raised the unit figure.

The trend in mathematics is a lowering of requirements with thirteen institutions relaxing the requirement, four raising, and thirteen remaining the same.

There is a slight trend toward modification in the history and social science requirement, with six institutions lowering, three raising, and twenty-one remaining the same.

In the natural science field, with eight institutions more lenient, four with greater requirements, and eighteen the same, the trend is toward less rigidity.

The trend is more definite in the foreign language requirement, with ten institutions easing up and twenty retaining the same unit requirement, and none making it more difficult.

Most of the Virginia institutions allow slightly more electives than they did in 1929-30 and within the choice of electives there is only one institution retaining the Table of

Requirements from which to select those electives, which appeared in most catalogues in 1929-30.

The greater number of institutions in Virginia have retained the 1929-30 pattern of subjects and many have retained the same unit figure they had two decades ago. Retention of the status quo is the rule rather than the exception.

There is a slight trend noticeable toward the use of the personal interview when it is possible for the candidate to arrange it.

In regard to the question of whether all who desire to attend college should be allowed to do so, the larger number of Virginia institutions replying think not. Twelve felt they should not and eight felt they should.

In regard to the question of whether all who are qualified to attend in every way except financially should be allowed to do so, the larger number of Virginia institutions think they should. Thirteen schools would not reject while seven would disqualify on this basis.

In regard to the question of admitting students for the benefit of whatever experience may be theirs, regardless of their ability to remain through until graduation, the larger number of Virginia institutions replying to this question think they should admit them. Eleven replied that they would admit and seven replied that they would not if they did not feel graduation could be achieved.

In regard to the question of whether more students should be admitted to pursue higher education, the larger number of Virginia institutions replying feel that they would not want any fewer to be admitted and there were more institutions who felt a larger number of students should be admitted than there were who felt otherwise. Fourteen would not want fewer admissions and nine schools feel that more applicants should be admitted, with seven opposing the admitting of more students.

The philosophy of Virginia institutions of higher learning in regard to admission tends to be democratic.

Conclusions and Recommendations.

Virginia institutions of higher learning, through their catalogues and chiefly in the pattern of required units appear to be in a position to exercise influence over the secondary school curriculum.

There is greater freedom existing for revising secondary school curriculums to meet the needs and interests of the students without jeopardizing their chances for acceptance by colleges and universities in Virginia, than the secondary schools are taking advantage of at present. There is considerable disparity apparently between the catalogue statements and the practice of admissions personnel so far as that practice can be determined by statements made on the part of the officials involved. Greater freedom exists for the secondary-school curriculum designer than is apparent on the surface. Yet the secondary-school, in view of the college

admissions requirements still largely in existence, is still placed in the uncomfortable position of "taking a chance" in making major curriculum revisions to meet the needs and interests of the student.

The secondary school must proceed to make necessary alterations in its curriculum and then do everything in its power to see that students, who desire to attend college and would likely profit thereby, gain admission. Evaluation programs must be devised to include more than the individual's academic progress. A cumulative record may be useful relative to the admissions problem.

The college admissions policy should be one of guidance rather than one of competition, and the major responsibility for initiating closer cooperation should be assumed by the college admissions personnel in arranging workshops, meetings, and committees of secondary and college people for considering the admissions problem. More studies like the Eight-Year Study should be carried out by colleges and secondary schools.

The pattern of units should be shown to be of more value than has presently been shown or should be eliminated as a requirement. Archibald Mac Intosh reports one headmaster who asked the question: "Are we trying to turn out an academic or a moral being? The evidence would seem to indicate that our institutions of higher learning are chiefly preoccupied with the endeavor to turn out an academic being." ¹³

¹³ Archibald Mac Intosh, Behind The Academic Curtain (New York: Harper and Brothers, 1948), 165 pp.

The colleges of Virginia rank scholarship and a pattern of units as well as rank in class very high in their admissions requirements and therefore feel the "academic being" is an important one or is important to becoming a "moral being." They regard character and health and the principal's recommendations as important as well, which indicates their interest in the moral being is not neglected. A good secondary school teacher will make every effort to bring about high scholarship no matter what the subject being taught may be. Every good teacher would strive to promote good character in the student. The principal would in all probability be the one person from whom the most reliable information could be obtained. The pattern of units requirement is the one which has the greatest effect on the secondary school. The colleges of Virginia are interested in the student having certain basic academic subjects. This is probably due to the fact that those same academic subjects are then required, on a higher level perhaps, in the college. Apparently, they are regarded by the colleges as necessary for success in life regardless of what the individual is going to do or what he is like.

The question of who should go to college is a perplexing one. It is always pointed out that the democratic process would not keep anyone out-he could go as far as abilities and interest permit. The colleges are said to be selective in their admissions program and the question is raised-is selectivity democratic? The answer, it would seem to me, depends upon the purpose.

If, in the case of colleges, selectivity is to make the school "snobbish" or to get a reputation--then the college is acting anti-democratically.

If the college's purpose in being selective is to keep the number limited to the extent its facilities will properly handle and adequately instruct, it would seem that the college is being democratic. If it could only accommodate five hundred, and accepted one-thousand enrollees, then it would so tax its facilities as to do more harm than good for the individual and society, thereby working against the democratic processes. It is this hard, practical fact which must be faced. Colleges are forced to be selective in many instances because they are limited in capacity. Yet, under present policies of selectivity, many students are accepted and then fail and leave the school. If the selective process had been working as it should then this would be a minimum number for one of the basic aims of selectivity, as it's now set up, is to allow entrance only to those who are likely to succeed. Granted that some failures would occur for emotional and personality reasons and the like, are not most of the failures due to the failure of the school to provide what the student is anxious to obtain and needs? Therefore, this would indicate that the important function of the admissions policy is not to just be selective, but to be selective for the student who will benefit from an education in that particular college. Consideration of the concern of democracy for individuals and human

values appears to place responsibility upon the admissions personnel to direct the non-accepted applicant to an institution which would meet his needs. In other words, an admissions officer or committee is not just an official, or officials, for a certain college but should be a guidance person, or committee, for all students applying for higher education. Would it not be better then to have admissions guidance personnel placed on a regional basis rather than such a localized official as now exists? This would be a real opportunity for close articulation among all the secondary schools and all the higher institutions of learning in any region. The regional committee could be made up of admissions personnel from various schools of higher learning. The various regional agencies for admissions guidance could cooperate closely. The following of a plan of this nature would more likely spread the college enrollment among the various colleges and, therefore, the facility limitations would not be such an important factor in necessitating a selective process which allows many to enter who do not profit thereby and keeps many out who could profit by gaining entrance.

This would then mean that no one who desires a higher education would be prevented from entering but only that some might be prevented from going just where they wanted to go, but only for their own benefit. It would leave the secondary school free to organize and plan its own curriculum.

In conclusion, the writer would recommend that there

should be made a careful and objective evaluation of the actual validity of the requirement that the secondary school certificate, based on the completion of a specified number of subject-matter units is a valid admissions requirement, in the light of the fact that repeated studies have tended to raise grave doubts as to the extent to which they are actually valid.

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APPENDIX

201 Cary Street
Williamsburg, Virginia
June 28, 1950

Director of Admissions

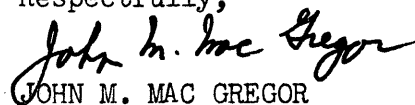
Dear Sir:

In connection with a study I am making for my Master of Education Degree at the College of William and Mary, I have a questionnaire which I would like to have you answer.

The study deals with the admission policies of colleges and universities and the high school curriculum. The questionnaire consists of fifteen questions, most of which can be answered by a check-mark or word.

Since I desire to complete the study before the close of the present summer session, I would be very appreciative of an early reply.

Respectfully,


JOHN M. MAC GREGOR

Q U E S T I O N N A I R E

1. Name of the institution _____
2. Name of the person in charge of admissions _____
3. How many Carnegie units do you require for admission? _____
4. How many Carnegie units do you recommend or prefer for admission? _____
5. If I have correctly interpreted your college catalogue it is indicated that you required or recommended or preferred the following pattern of units for admission to the 1949-50 session:

a. None	_____	a.	_____	If correct, please place check mark (✓) in the right hand column. If incorrect, please place correct number in the right hand column.
b. English	_____	b.	_____	
c. Mathematics	_____	c.	_____	
d. Algebra	_____	d.	_____	
e. Geometry	_____	e.	_____	
f. Social Science	_____	f.	_____	
g. Natural Science	_____	g.	_____	
h. Foreign Language	_____	h.	_____	
i. Electives	_____	i.	_____	

- A. Do the admissions personnel feel this pattern best promises success in college? Yes _____ No _____
6. Do you deviate in any way from this pattern? Yes _____ No _____
If "yes" please indicate the minimum amount on which you would admit as a deviation from the regular pattern.

a. English	_____
b. Mathematics	_____
c. Social Science	_____
d. Natural Science	_____
e. Foreign Language	_____
f. Electives	_____

7. Approximately what percent (%) of those admitted have deviated from the pattern indicated in Question 5? _____
8. Who makes the final decision on admittance or rejection?
(Please check)
- | | |
|-------------------------------------|-------|
| a. Director (or Dean) of Admissions | _____ |
| b. Committee on Admissions | _____ |
| c. President | _____ |
| d. Dean (other than Admissions) | _____ |
| e. Others (specify) _____ | _____ |

9. Would you say the admissions personnel are satisfied with the general institutional policy on admissions? Yes _____ No _____

a. If not, briefly, why not?

10. Do the admissions personnel feel that:

a. everyone who feels that he can profitably attend college should be admitted Yes _____ No _____

b. Inadequate financial support should justify rejection of a student otherwise well qualified to attend college Yes _____ No _____

c. some should be admitted even though lacking full qualifications on the assumption that even though they might not remain through graduation it would nevertheless be a profitable experience for them Yes _____ No _____

d. a greater number of students should be admitted to institutions of learning above the secondary school than is presently the case Yes _____ No _____

e. fewer should be admitted than is presently the case Yes _____ No _____

f. about the same number should be admitted as at present Yes _____ No _____

11. What procedure is followed by a prospective student in making application for admission?

12. What procedure is followed by the college in making the decision on acceptance?

13. Below are listed 20 factors which according to the catalogues of Virginia colleges are considered in reaching a decision with regard to the admission of a student. Please check the items which you regard as significant in determining success in college.

- a. pattern of units a. _____
- b. scholarship b. _____
- c. ranking in class c. _____
- d. principals recommendations d. _____
- e. intelligence tests e. _____
- f. aptitude tests f. _____
- g. College Entrance Examination Board tests g. _____
- h. other tests h. _____
- i. character i. _____
- j. personality j. _____

13. (Cont)

- | | |
|--|----------|
| k. extra-curricular participation | k. _____ |
| l. health | l. _____ |
| m. emotional maturity | m. _____ |
| n. age | n. _____ |
| o. geographical location of residence | o. _____ |
| p. results of interview | p. _____ |
| q. family as alumni | q. _____ |
| r. alumni recommendation | r. _____ |
| s. recommendation of others | s. _____ |
| t. other _____ determiners (Please indicate) | t. _____ |

Please select the five factors which in your judgment should be most influential in reaching a decision to accept a student, and rank them in order of importance:

RANK

1. _____
2. _____
3. _____
4. _____
5. _____

14. In certain types of curriculums in the secondary school we find that a certain amount of time is devoted to the necessary required basic subjects. The remainder of the time is spent in a study of those things which in the students life transcend subject-matter lines. Within that period of time English, History, Economics, Citizenship, Wood-carving and many other subjects may be engaged in but simply as they were applicable to the case, rather than in terms of a particular academic subject. This may be referred to as a core curriculum, a broad-fields curriculum, a fused program, an experience-centered curriculum or simply as a non-subject-centered curriculum.

If a student applied for entrance to your institution and you found that he had gone through a secondary school program which had few subject matter lines in the sense of not having a specific amount of time per day, week and year in the separate study of, say English or Mathematics or History, but pursued a curriculum of general education in which subject-matter lines were largely disregarded as such, would you be likely to admit him if he met the other requirements?

- a. Yes _____ No _____
- b. Conditionally _____ Unconditionally _____

15. If, in the situation referred to in question 14 the principal of the secondary school claimed that the curriculum was equivalent to your unit requirements for admission would you be likely to admit him?

- a. Yes _____ No _____
- b. Conditionally _____ Unconditionally _____