



1933

Entrance Requirements of Seven Eastern Women's Colleges

Constance M. McCullough

Follow this and additional works at: <https://digitalcommons.butler.edu/grtheses>



Part of the [Education Commons](#)

Recommended Citation

McCullough, Constance M., "Entrance Requirements of Seven Eastern Women's Colleges" (1933).
Graduate Thesis Collection. 215.
<https://digitalcommons.butler.edu/grtheses/215>

This Thesis is brought to you for free and open access by the Graduate Scholarship at Digital Commons @ Butler University. It has been accepted for inclusion in Graduate Thesis Collection by an authorized administrator of Digital Commons @ Butler University. For more information, please contact digitalscholarship@butler.edu.

ENTRANCE REQUIREMENTS OF SEVEN EASTERN
WOMEN'S COLLEGES

by

CONSTANCE M. McCULLOUGH

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

COLLEGE OF EDUCATION

BUTLER UNIVERSITY

1933

8 Ja 34

LD
701
.B82h
M3224

318/711

The Student of Education

He should . . . become a kind of philosophic conscience to the whole educational work in the United States. Thus he may contribute much of vital importance to the educational progress and future of America, a contribution which is of interest to the whole modern world.

- Friedrich Shonemann

The author would like to express her appreciation for the assistance of the following persons in the collection of data for this study: Miss Gerrill W. Allen, Assistant Dean of West Virginia College; Miss Elizabeth Bradford, Secretary to Admissions at Harvard College; Miss Helen G. Smith, Assistant Dean of Vassar College; Committee on Admissions at Vassar College; Evening, Dean of ...

TO

HENRY NOBLE MacCRACKEN,
under whose provident
leadership Vassar Col-
lege continues to make
a distinguished contri-
bution to American life.

MacCracken, President of Vassar College; Miss Harriet ...
Secretary to the Board of Admissions at
West Virginia College; Miss Christine ...
Secretary to the Committee on Admissions at Vassar College;
Miss Anne Wellington, Secretary to the Board of Admissions
at Wellesley College; and the many secondary school
principals and superintendents throughout the country who
contributed data to the survey of secondary school prepara-
tion. The helpful suggestions and encouragement on the
part of Dr. Harold Benjamin, Assistant Dean of the College
of Education at the University of Minnesota, and Miss Ruth
A. Merrill, Instructor in Education at the University of
Minnesota, are gratefully acknowledged. The author is
also indebted to the following for their generous
assistance in criticism and reviews of the study in its

ACKNOWLEDGMENTS

The author would like to express her appreciation for the assistance of the following persons in the collection of data for this study: Miss Harriett M. Allyn, Academic Dean of Mount Holyoke College; Miss Elizabeth Bradford, Secretary on Admission at Barnard College; Miss Miriam C. Gould, Director of the Personnel Research Bureau at Vassar College; Miss Mary V. Libby, Secretary to the Committee on Admission at Barnard College; Mrs. Helen Taft Manning, Dean of Bryn Mawr College; Dr. Henry Noble MacCracken, President of Vassar College; Miss Harriet Newhall, Executive Secretary to the Board of Admission at Mount Holyoke College; Miss Christine Ramsey, Assistant Secretary to the Committee on Admission at Vassar College; Miss Anne Wellington, Secretary to the Board of Admission at Wellesley College; and the many secondary school principals and superintendents throughout the country who contributed data to the survey of secondary school preparation. The helpful suggestions and encouragement on the part of Dr. Harold Benjamin, Assistant Dean of the College of Education at the University of Minnesota, and Miss Ruth A. Merrill, Instructor in Education at the University of Minnesota, are gratefully acknowledged. The author is also indebted to the following for their generous assistance in criticism and revision of the study in its

completed form: Dr. William L. Richardson, Dean of the College of Education, Butler University; Professors Albert Mock, Amos B. Carlile and James H. Peeling of the College of Education, Butler University; Mr. John Morton-Finney, M.S. in Education and graduate student of Indiana University; and Miss Dorothy E. McCullough of the Department of English at Tudor Hall School for Girls, Indianapolis.

CONTENTS

III. Development of Educational Tests by the State	32
IV. Methods of Selection of Students in the Seven Eastern Women's Colleges	38
Summary of Part I	47
PART II. STUDIES OF VARIOUS COLLEGE ENTRANCE TESTS	
Chapter I. The Problem of College Entrance	50
I. The College Board Examinations and Scholastic Aptitude Tests	54
II. The General Scholastic and Verbal Tests	62
Summary of Part II	67
PART III. STUDIES OF VARIOUS COLLEGE ENTRANCE TESTS	
CONTENTS AND DISCUSSIONS	100
DISCUSSION	111

CONTENTS

ACKNOWLEDGMENTS	PAGE iii
LIST OF TABLES	vi
INTRODUCTION	1
PART I AN HISTORICAL ACCOUNT OF ENTRANCE REQUIREMENTS	5
Chapter I Prior to 1890	6
II Introduction of the College Entrance Examination Board	12
III Development of Additional Tests by the Board	22
IV Methods of Selection of Students in the Seven Eastern Women's Colleges	32
Summary of Part I	52
PART II CONSIDERATION OF THE PRESENT PROBLEM	55
Chapter I The Problem of College Entrance	56
II The College Board Examinations and Scholastic Aptitude Tests	64
III The School Record and Personal Factors	82
Summary of Part II	97
PART III SURVEY OF SECONDARY SCHOOL PREPARATION	104
CONCLUSIONS AND RECOMMENDATIONS	125
BIBLIOGRAPHY	131

LIST OF TABLES

TABLE	CONTENTS	PAGE
I	Geographical Distribution of the Harvard Class of 1911	23
II	New Plan Candidates for Years 1916-22	24
III	Early Requirements for Entrance by Examination and Certificate	44
IV	Year of Adoption of the College Entrance Board Examinations	44
V	Entrance Requirements in 1932	45
VI	Proportion of Private and Public School Graduates on Freshman Honor Roll for 1932	106
VII	Letter to Secondary Schools	113
VIII	Questionnaire to Secondary Schools	114
IX	Types of Secondary School Preparation for College Entrance Examination Board Examinations	116
X	New England Public School Preparation for College Entrance Examination Board Examinations	117
XI	Secondary School Preparation in Independent Thinking and Time-budgeting	119
XII	Secondary School Preparation in Research Methods	121

ENTRANCE REQUIREMENTS OF SEVEN EASTERN WOMEN'S COLLEGES

INTRODUCTION

The Present Situation

In recent years the colleges and universities of the United States have been deluged by an overwhelming host of applicants for entrance. At first some of these institutions were able to accommodate them. Others, and particularly certain private eastern colleges and universities, could not do this and felt no desire to enlarge their facilities for the purpose.

This situation gave rise to selective systems of entrance which the individual colleges worked out for themselves. Entrance examinations became reinforced by the high school certificate, letters of recommendation and certificates attesting to the applicant's health. Now the College Entrance Examination Board examines yearly over twenty thousand candidates for approximately seventeen hundred institutions of higher learning.¹

¹H. S. Pritchett, The Work of the College Entrance Examination Board, p.13. New York:Ginn and Co.,1926.

When it becomes necessary, as in some cases today, for a college to refuse two out of three acceptable candidates for admission; when a careful study indicates that "only one-third to one-half of the 300,000 freshmen who annually enter institutions of higher learning will remain long enough to acquire a degree",¹ it is time that impartial parties should investigate the selective machinery.

Aim of Study

As a recent alumna of a selective college and, hence, as one who has seen and felt personally the effects of present entrance requirements, the author believes herself to be especially competent to make an analysis of the selective measures used by colleges of restricted enrollment. Previous investigations have been made by the administrative forces involved, such as members of the College Entrance Examination Board staff and college officials. The author's work will be unique in that it will be judgment by one who has experienced as well as observed, and one who is not affiliated with any party concerned.

Although, as it concerns the problem of college entrance, its scope is necessarily broad, this study will be particularly engaged with selective systems of seven

¹R.V.Pope, Factors Affecting Elimination of Women Students, p.3. Contribution to Education, No.485. New York: Columbia University Press, 1931.

eastern women's colleges, namely, Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley. It will consist of an historical perusal of entrance requirements in American colleges, showing the developments which have contributed to the admission stipulations of the seven colleges particularly studied; a summary of the entrance requirements of the seven colleges, indicating the trend in selective machinery; a consideration of the present problem of college admission which these as well as other colleges face, including the results of studies of present methods and opinions of college officials, secondary school representatives and students, and a criticism of the measures by the author; and lastly, a survey by questionnaire, showing the variable state of high school preparation for college.

The questions which this study proposes to answer regarding the problem of entrance which faces these seven colleges are as follows:

1. What is the trend of entrance requirements?
2. Has the present selective machinery only to be perfected, or are there yet fundamental changes to be made?
3. Do candidates have an equal chance for admission?
4. If not, what flaws in the system prevent it?

5. What obstacles lie in the way of improvement of the system?

6. What improvements does this research suggest?

Statement of Data

Material for the study will be drawn largely from college catalogues, reports by college officials and personnel research bureaus, educational association records, education magazines and bulletins, College Entrance Examination Board publications, and previous studies of college entrance requirements.

AN HISTORICAL ACCOUNT OF ENTRANCE REQUIREMENTS

PART I

AN HISTORICAL ACCOUNT OF ENTRANCE REQUIREMENTS

Chapter I- Prior to 1890	Page 6
II- Introduction of the College Entrance Examination Board	12
III- Development of Additional Tests by the Board	22
IV- Methods of Selection of Students in the Seven Eastern Women's Colleges.	32
Summary of Part I	52

early, which implies that the earliest high schools were
intended specifically for those who were not prepared for
college. At that time, while preparatory schools and academies
were offering Latin and Greek, English, mathematics and
science, the public high school with its modern facilities
and its subjects the institutions of its community,
and attendance was to have a far-look also to prepare for
college and to prepare completely for practical life.¹

In 1890, college entrance requirements were
fairly uniform. But from about 1890, difficulties began

¹W. D. Brown, *A Historical and Critical Description
of College Entrance Requirements*, p. 11. Contribution to
Education, No. 24. New York: Columbia University Press, 1908.
1912, p. 72. W. D. Brown, *Monograph on Secondary
Education*, p. 72.
This, p. 72.

PART I

AN HISTORICAL ACCOUNT OF ENTRANCE REQUIREMENTS

CHAPTER I

PRIOR TO 1890

The college preparatory school was an institution of long standing when the first public high school was established in Boston in 1821. By 1860 there were forty public high schools in the country, and twenty years later, nearly eight hundred.¹ "The earliest high schools were intended specifically for those who were not preparing for college."² But, while privately-endowed organizations were offering Latin and Greek, English, mathematics and science, the public high school with its meagre facilities had to satisfy the multitudinous needs of its community, and ultimately came to have a two-fold aim--to prepare for college and to prepare immediately for practical life.³

In 1800, college entrance requirements were fairly uniform. But from about 1850, difficulties began

¹E.C.Broome, A Historical and Critical Discussion of College Admission Requirements, p.72. Contribution to Education, Nos.3-4. New York:Columbia University Press,1903.

²Ibid., p.73. E.E.Brown, Monograph on Secondary Education, 22.

³Ibid., p.73.

to arise through the "development of parallel courses and the extension of the range of entrance subjects."¹ The preparatory schools suffered additional expense, their curricula cluttered with numerous courses which produced irregular and superficial work. "Only schools which fitted for a particular college could be equipped to fulfill such conditions with any facility."¹ The public high school, of course, suffered more than the private preparatory school from the lack of uniformity in college entrance requirements, inasmuch as it had not only to accommodate the variable college demands but to prepare for practical life as well. In this extremity, school and college associations were formed whose chief concern was "to secure a better degree of uniformity in college admission requirements."¹

Prior to 1870, the only method of entrance to a college was by examination. There was a traditional belief, probably carried over from the English school system, "in the efficacy of entrance examinations as a means of testing a student's ability to do college work," and added to this, the "uncertainty of standards of the various preparatory schools of the day which were private institutions."² For the privilege of competing for

¹E.C.Broome, op.cit., p.127.

²J.L.Henderson, Admission to College by Certificate, pp.38-39. Contribution to Education, No.50. New York: Columbia University Press, 1912.

admission, one had to produce evidence of having had a certain amount of training in specific courses, the amount required being reckoned in terms of "units". At Leland Stanford, the unit represented a study pursued for a full year, five periods a week; at Michigan, a full year for four periods a week.¹ Fifteen units in particular subjects was the common requirement of Columbia, Michigan and Leland Stanford.² As the iron-bound terms for entrance stood in need of greater flexibility, the colleges began to give the student a choice of certain subjects which he might offer for examination. Harvard finally made optional a selection of four units out of thirteen, Columbia of nine out of fifteen, while Leland Stanford required only two out of fifteen.³ "During less than thirty years⁴ . . . the tendency in college admission requirements . . . shifted from a system of almost absolute proscription to one of considerable freedom."⁵

The solution of the public school dilemma came in the form of an "accrediting system" of admission. At first the college itself accredited secondary schools. Later came the more dependable authorization by school and college associations. The "diploma system", a type of

¹E.C.Broome, op.cit., p.102.

²Ibid., p.103.

³Ibid., p.104.

⁴From about 1870 to 1900

⁵E.C.Broome, op.cit., p.105.

accrediting, comprised an initial careful examination of the school, inspection at regular intervals thereafter, frequent reports by the high school authorities on their work, and possible revocation of the authorization, should the high school prove unworthy.¹ By this system, the student's entrance depended upon his record in the school and recommendation by the principal. This system was considered particularly cogent "because the decision falls on the right shoulders--on the master's, who is better able to judge of a boy's capabilities than a stranger in a higher institution whose only knowledge of the candidate comes from an examination paper written under peculiarly abnormal conditions."² The "certificate system", as it was frequently used in eastern colleges, was a corrupt imitation. "A certain preparatory school on its reputation for being a 'good school', or because its principal was graduated from the college in question, is granted, often for an unlimited period, the privilege of sending its graduates to the college on the certificate of the principal."¹

The tendencies in education between 1870 and 1890 were the addition of new subjects, widening the range of admission requirements, the metamorphosis of the college into the university, and the improvement of examinations.

¹E.C.Broome, op.cit., p.118.

²Ibid., p.120.

Broome, writing shortly after 1900, saw the advent of the examination as a science:

Examinations are becoming tests of power rather than of the mere acquisition of facts . . . As a result of this latter tendency of college admission requirements, there has been a significant revolution in preparatory school methods of teaching, a shifting of the emphasis from stultifying memoriter work to that more quickening sort which calls for independent thought and constructive ability.¹

When each institution was sufficient unto itself and was an absolute dictator among a small coterie of preparatory schools, when the examination papers of each college were chiefly bundles of the eccentricities of one or two superannuated professors, full of tricks and puzzles, appealing to memory and guesswork, then the entrance examination was truly an abnormal affair. . . . Since 1886 school and college associations have been endeavoring to secure a reasonable uniformity.²

The above account shows that the nineteenth century was a difficult period for American secondary schools. There was, during that time, a decided effort to improve higher education and, in the process, marked disregard for the welfare of secondary schools. The same writer voiced a protest against the latter condition:

College entrance requirements should be administered not so much to eliminate undesirable students as to vitalize and stimulate the work of the secondary school. The influence of admission requirements should be positive rather than negative, and every change in entrance

¹E.C.Broome, op.cit.,pp.68-69.

²Ibid.,p.122.

requirements should be regarded in the light of its possible effects on the secondary school.¹

Summary

Serious difficulties did not arise between the American secondary schools and colleges with regard to entrance requirements until the middle of the nineteenth century. At this time, extensions in the range of entrance subjects made for greater diversity of requirements by the colleges and threw the preparatory courses of both private and public schools into confusion. Steps were taken to secure better uniformity among the colleges in this respect. The traditional entrance by examination was made more lenient by a decrease in the number of required subjects for entrance and an increase in those which could be offered as electives. A system of accrediting made it possible for students from recognized schools to substitute the high school certificate in place of examinations. This system, successful in some cases, became subject to abuse in others, and was as damaging to the principles on which college selection is based as the examination system had been to the curricula of the secondary schools.

¹E. C. Broome, op.cit., p.110.

CHAPTER II

INTRODUCTION OF THE COLLEGE ENTRANCE EXAMINATION BOARD

Expediency

During the period from 1890 to 1922, college enrolment increased almost five times as rapidly as the general population. In the latter year, about four times as many degrees were granted as in 1890.¹ The beginning of this development and the corrupt state of the accrediting system precipitated a new emphasis on entrance examinations by selective colleges. "The function of the colleges being to train up a race of intellectual leaders," said President Angell of Yale, "college entrance requirements should be highly selective."² Individual colleges were designing their own examinations to test applicants for admission, and secondary schools were confronted with the duty of pleasing several hundred exacting masters with as many different claims.

It was not long before certain facts about the situation became obvious, the chief being that many

¹"The Scholastic Aptitude Test of the College Entrance Examination Board," The Work of the College Entrance Examination Board, p.46.

²E.E.Lindsay, E.O.Holland, College and University Administration, p.227. New York: The MacMillan Co., 1930.

different examinations could not be expected to have as great prognostic value as one prepared by the nation's experts. As long as inferior methods were used, inferior results might be anticipated. At the same time, it was realized that the secondary schools were in need of another rescue from the exigency imposed by the variable college demands.

Toward the end of the past century, educational leaders publicly recognized the need for greater uniformity in college entrance requirements, and suggested an organization to achieve that effect.¹ The first public suggestion of such an organization was made by President Eliot of Harvard in 1877.² His proposal was regarded as visionary and impractical. But he continued to urge his view, and wrote in "The Gap between Common Schools and Colleges", in the Arena of June, 1890:

We may hope to see formed a combination of four or five of the universities which maintain large departments of arts and sciences to conduct simultaneously at well-selected points all over the country, examinations in all subjects anywhere acceptable for admission to colleges or professional schools, the answer papers to be marked by persons annually selected by the combined universities and announced to the public, all results to be published, but without the names of the candidates, and certificates to

¹E. E. Lindsay, E. C. Holland, op.cit., p.234.

²Wilson Farrand, The Work of the College Entrance Examination Board, p.21.

be good anywhere for the subjects mentioned in them. We see reason to believe that such a cooperative system would be simple though extensive; that it would be convenient and economical for candidates, and self-supporting on moderate fees; and finally, that it would be authoritative, flexible, stimulating, unifying, and just.¹

When the National Council of Education met at Toronto in 1891, a Committee of Conference between representatives of secondary schools and colleges was authorized, with Nicholas Murray Butler of Columbia as chairman. The report of this group in 1892 led to an appropriation of \$2,500 toward the meeting expenses of a Committee of Ten, now famous for its suggestions for the closer articulation of secondary schools and colleges. President Eliot of Harvard was made its chairman, supported by Commissioner of Education, Dr. Harris, and a strong representative group from both levels of education.²

The question of uniformity became so serious an issue that by 1897 twenty-three college and other educational associations were at work on the problem.³ The Schoolmasters' Association of New York and Vicinity directed an active campaign in the winter of 1895-96 against the lack of uniformity in college entrance

¹C.W.Eliot, Educational Reform, pp.218-19.
New York: The Century Co., 1898.

²N.M.Butler, The Work of the College Entrance Examination Board, p.2.

³E.C.Broome, op.cit., pp.127-28.

requirements. President Low of Columbia expressed interest in the movement on hearing Eliot's speech before the Association (February 8, 1896).¹ But a resolution presented by Butler to the faculty of Columbia College in December, 1893, received little support until more than two years later, when its final passage was by unanimous vote (February, 1896). The motion proposed that:

The President of Columbia . . . enter into correspondence with colleges and scientific schools of New England and the Middle States with a view to securing cooperation in the establishment of a College Admission Examination Board, such Board to hold admission examinations at one and the same time in different centers throughout New England, the Middle States and elsewhere; the certificate of such Board to be accepted for what it covers by any college or scientific school represented on said Board; such admission examinations to displace as soon as practicable those now held by the several institutions separately.²

The Association of Colleges and Secondary Schools of the Middle States and Maryland, meeting at Trenton in December, 1899, unanimously adopted a resolution by Butler calling for the establishment of a Board and outlining its functions.³

In 1899, the Committee of Ten recommended that ten units should be included in the high school course and college entrance requirements, namely, four units in

¹W. Farrand, op.cit., p.21.

²N.M. Butler, op.cit., p.3.

³Ibid., p.4.

foreign language, two units in mathematics, two in English, one in history and one in science.¹ The chief contribution of the Committee of Ten was that "it provided a means whereby secondary schools could, with the resources already at their command, rise to a common standard of excellence."² The Committee on College Entrance Requirements, appointed at the 1895 meeting of the National Education Association, advised that, in addition, the secondary schools should recognize the elective principle, and that teachers at the high school level should be college graduates or have the equivalent of a college education.³

The work of the Committee on College Entrance Requirements is of utmost importance for five reasons: (1) It supplemented and applied the work of the Committee of Ten, and thus lent additional significance to both reports; (2) it met squarely the problem of admission requirements for the first time from a national point of view; (3) it took cognizance of current practice; (4) it arrived at conclusions which are national and everywhere practicable, and (5) it enlisted the services of the best thinkers and actors in the field of education.⁴

Organization

After several conferences of representatives of interested colleges, a detailed plan for an organization

¹C.D.Kingsley, "College Entrance Requirements," p.11. U.S.Bureau of Education Bulletin No.7. Washington: U.S.Gov't Printing Office, 1913.

²E.C.Broome, op.cit., p.130.

³Ibid., pp.133-35.

⁴Ibid., p.132.

was drawn up by a committee of which Dr. Butler was chairman, and submitted to a meeting held in New York on November 17, 1900. Among the institutions represented at the meeting were Barnard, Bryn Mawr and Vassar. President Seth Low of Columbia was elected chairman, President Thomas of Bryn Mawr, vice-chairman, and Nicholas Murray Butler, secretary. Barnard College, Columbia University and New York University voted to give up their own examinations and to use only those of the Board.¹

Under the administration of the secretary, arrangements were made for the holding of the first examinations. Nine groups of examiners, each consisting of two college professors and a secondary school teacher, prepared the examination papers, and in March these were submitted for alteration and final approval to a Committee of Revision consisting of the nine chief examiners and the five representatives of secondary schools. . . . The results of the first examinations were on the whole distinctly satisfactory.²

In June of 1901 the first examinations were held at sixty-seven points in this country and two in Europe. Nine hundred seventy-three candidates were examined, and the papers were marked by thirty-nine readers assembled at Columbia University.²

Throughout its history, the College Entrance Examination Board has maintained the high standards held

¹W. Farrand, op. cit., pp. 22-23.

²Ibid., p. 23.

at its inception. Its examining committees undergo a change in membership from time to time to insure against a stereotyped examination paper and to vary the representation of institutions and opinions.¹ Its readers are selected upon their petition and evidence of at least five years of successful teaching at either the secondary school level or college level, or upon recommendation by an educator whose standards of judgment are known to correspond with those of the Board. Care is taken to provide for the complete anonymity of the candidate. Initially, a system of numbers was used. In June, 1928, the candidates were permitted to write their names and those of the preparatory schools on their examination books. But complaints came from the candidates and the readers themselves that the ideal of objectivity was being forfeited through this change. A new system was introduced in 1929, whereby the name of the candidate is written and sealed behind a gummed flap, which remains unopened until the books are marked.²

In 1907, the Board established a Committee of Review whose continuous duty is to study the functioning of entrance requirements and to arrange for necessary changes in the Board policy. A second important addition

¹Twenty-ninth Annual Report of the Secretary, p.6.
New York: Published by the College Entrance Examination Board, 1930.
²Ibid., pp.15-16.

was the introduction in 1910 of a Committee of Examination Ratings, which acts as a general clearing house for complaints and aids in unifying and systematizing the reading. A Committee on New Type Examinations was appointed in 1920 to seek to improve the Board examinations. Their work resulted in the Plan B Comprehensive Examinations.¹

The College Entrance Examination Board has been of untold value to both colleges and secondary schools through its examinations, discussions, reports, methods, etc. It has done much to organize and systematize college and secondary school curricula and practice. Its questions are framed by experts in the various subjects. . . . This board does not admit to college. The results of the examination are sent to the college designated by the candidate and this college passes upon the question of his admission. An idea of the magnitude of the work of this board may be gained from the fact that 18,231 candidates took its examinations in 1922 writing 68,351 books. The board carried an expense in 1922 of \$148,641. The expense of the board is met by dues of membership, examination fees, subsidies, sales of duplicate records, receipts, specimen papers, printed documents, etc.²

The importance of the Board to the history of American education is its instrumentality in bringing the secondary schools and the colleges into closer association for the solution of their common problem.

Three principles of college entrance as set forth by Broome in 1902 follow:

¹W. Farrand, op. cit., p. 25.

²H. C. McKown, "The Trend of College Entrance Requirements 1913-22," p. 7. U.S. Bureau of Educational Bulletin No. 35. Washington: U.S. Gov't Printing Office, 1924.

To secure the satisfactory administration of college admission requirements: 1. A good degree of flexibility, so arranged as to compel the student to make a judicious selection of subjects. 2. Reasonable uniformity in both secondary school standards and in entrance terms. 3. Admission to college by examinations; these to be thorough, fair, uniform, and judiciously administered by a board of national recognition.¹

"Unfortunately," he included, "the movement towards uniformity in the standard of high schools has been local or sectional, while that towards uniformity in college entrance requirements tends to become national."²

Summary

The increasing number of applicants for college entrance in the late nineteenth century gave rise to the need for more accurate methods of selection. Under the leadership of Nicholas Murray Butler, a plan was formed for national uniformity in entrance examinations and materialized in 1901 as the College Entrance Examination Board. This organization, composed of representatives from both the secondary school and college levels, makes out the examinations, holds the examinations at a stated time each year at various centers throughout this country and abroad, and grades the examination books. Standing committees issue periodical reports of procedures and revise and consider improvements on their examination methods. While

¹E.C.Broome, op.cit., p.152.

²Ibid., p.149.

the examinations of the Board have effected the raising of school standards and continue to serve as a national guide for college preparatory work, uniformity of standards on the secondary school level remains local or sectional.

Plan 7 Examinations

The examinations in the new plan examinations is described by Adams as being "a combination of the multiple and traditional methods of entrance, the former of being applied to all subjects the candidate is admitted in only four, which he may do in a large number of cases himself."¹ It was first adopted at Harvard in 1914. Students entering under the new plan were admitted to pass the old type examinations and were made to cope with the work when admitted to college. In this way, the Harvard standard of achievement was lowered. The entrance examinations, however, had become well-known, and particularly private schools in the vicinity had learned almost entirely. Such good college material elsewhere was being denied admission.

In 1911, the effect of the new plan examinations was shown by the geographical distribution of candidates admitted to Harvard that year.² Table 3 shows a marked

¹H. C. McKim, *op. cit.*, p. 8.

²*Ibid.*, p. 14.

CHAPTER III

DEVELOPMENT OF ADDITIONAL TESTS BY THE BOARD

Plan B Examinations

The comprehensive or new plan examination is described by McKown as being "a combination of the certificate and examination methods of entrance, but instead of being examined in all subjects the candidate is examined in only four, which he may to a large extent choose himself."¹ It was first developed at Harvard in 1909. Students employed memorization and specialization to pass the old type examinations and were unable to cope with the work when admitted to college. In this way, the Harvard standard of scholarship was lowered. The entrance examinations, moreover, had become well-known, and particular private schools in the vicinity fed Harvard almost entirely. Much good college material elsewhere was being denied admission.

In 1911, the effect of the new plan examinations was shown by the geographical distribution of candidates admitted to Harvard that year.² Table I shows a marked

¹H.C. McKown, op.cit., p.8.

²Ibid., p.14.

increase in representation in the class from sections of the country outside of New England.

TABLE I

GEOGRAPHICAL DISTRIBUTION OF THE HARVARD CLASS OF 1911

Plan	Massachusetts	New England States	Other Atlantic	West of Alleghanies
Old	72	85	8.5	4.5
New	41	47	31.	21.

The College Entrance Examination Board adopted the comprehensive or "Plan B" examinations in 1915, and in 1918 the secretary of the Board reported:

The increased use of the new plan of admission and the growing popularity of the comprehensive examination deserves special mention. It seems clear that a marked improvement in the educational situation is being achieved by this new development in the educational system.¹

The rapid growth in use of the new plan examination is shown by the following table of colleges designated by new plan candidates through the years 1916 to 1922.²

¹H.C.McKown, op.cit., p.16.

²Ibid., p.18.

TABLE II

NEW PLAN CANDIDATES FOR THE YEARS 1916-22

College	1916	1917	1918	1919	1920	1921	1922
Barnard	0	0	16	55	58	63	56
Mt. Holyoke	3	12	17	171	211	237	219
Radcliffe	65	64	69	73	79	71	98
Smith	1	3	26	375	435	490	492
Vassar	1	33	85	251	306	324	280
Wellesley	3	12	55	417	583	501	394

About the year 1920, Smith College found the correlation of the old plan examination and the college record to be .40, and that of the new plan and the college record slightly more significant at .46.¹ Other comparisons of the two types of examination also indicate the greater prognostic value of the new plan examinations.

An evaluation of the comprehensive examination is clearly set forth by McKown. He lists the following points as advantages: 1) No conditioned students are acceptable: the candidate either passes or fails. 2) It makes a far more careful study of personnel. This is becoming more and more important as colleges become more crowded. 3) It is more a test of quality and ability than of quantity and knowledge. 4) It is fair in that the applicant may choose those subjects in which he is best

¹A.H. MacPhail, Intelligence of College Students, p.52. Baltimore: Warwick and York, 1924.

prepared. 5) It selects superior students without regard to sectional or territorial limitation. 6) It is interested more in what can be done than in what has been done. 7) It makes for greater flexibility. 8) It is free from biased judgment or prejudiced opinions. 9) It frees the principal from the embarrassment of being forced to certify unworthy candidates. 10) It leaves the secondary school free to arrange and carry on its work as it sees best. 11) The school does not assume the entire responsibility for the pupil. 12) It requires some of the work to be advanced.¹

Weaknesses of the new plan are:

1. The slighting by schools and pupils of subjects in which the pupils are not to be examined.
2. The conventionalizing of the examinations.
3. The difficulty of accrediting schools from which statements are to be accepted.
4. That the pupil will not review his school work thoroughly.
5. That the pupil will consider himself admitted once his school credentials have been approved.
6. That the new plan will be too severe on the candidates.
7. Lack of adaptation to all parts of the country.²

Scholastic Aptitude Tests

The system of written examinations as conducted by the College Entrance Examination Board,

¹H.C. McKown, op. cit., pp. 18-19.

²C.C. Little, The Awakening College, p. 17. New York: W.W. Norton and Co., 1930.

where one finds it at its best or worst as one may care to evaluate it, is based on an impersonal interest in the 'academic' proficiency of an unseen candidate. The academic achievements of the candidate are judged by his marks. The marks referred to are given either by the College Entrance Board or by some other examiners. The examinations themselves are--in so far as the records show--always taken 'against time'. A fixed time limit is placed on the student thereby innocently and naively introducing the variable qualities of speed in writing and in thinking The unfairness and superficiality of a system which lacks sufficient interest in the individual student to make any effort to ascertain his habits of thought and his speed of reaction is obvious.¹

Gradually the utter inadequacy of the examinations as a sole criterion of academic proficiency became more and more evident. Unpleasantly scientific men studied the correlation between grades given the same examination paper in elementary mathematics by a group of different examiners, and found a wide and disturbing diversity in their independent estimates.²

It became increasingly clear to a larger and larger number of people that the claims of the student were being neglected. As a result murmurs began to arise, grew louder, and finally became an insistent voice demanding that the personality and maturity of the student be allowed to play an important role in his selection for college.³

The intelligence or psychological test was known in this country as far back as 1890. But activity in the field of intelligence testing was for many years limited to small experiments until the validity of various tests was fairly established. At the conclusion of the World War,

¹C.C.Little, op.cit., p.17.

²Ibid., pp.18-19.

³Ibid., p.14.

with the resulting release of the Army Alpha Intelligence Examination, use of this and other group tests became widespread. Schools and colleges became laboratories for the perfecting of a test whose predictive value would be dependable for educational uses.¹

An experiment conducted in 1920 by Dr. Wood of Columbia showed a higher correlation between the psychological test and the college record for the first half-year than between the latter and the college entrance examinations, the very significant coefficient of .59 representing the former relation. The college entrance examination coefficient was .43, while the secondary school record was represented by .45 and the Regents' examination (a New York State content examination accepted by some colleges as a substitute for College Entrance Board examinations) by .57.²

In 1921, Smith College correlated the results of the Rogers psychological test, required for entrance, and first semester academic marks, securing the high coefficient of .40.³ A similar experiment by a local intelligence test at Barnard College brought only the low range .14-.27; while the Thurstone test at Vassar produced

¹A.H. MacPhail, op.cit., p.18.

²H.C. McKown, op.cit., p.21.

³Ibid., p.27.

the marked coefficient, .33.¹ The average of such correlations is said to range between .40 and .50.² Various reasons are forwarded for the lack of higher correlation in such exams. Professor Colvin lists three main reasons:

1. The tests are not absolutely accurate measures of intelligence, due to lack of serious effort, nervousness, faulty knowledge of English, imperfectness of the tests themselves, etc.
2. Other qualities than intelligence are important factors in determining college marks.
3. The inaccuracy and lack of uniformity in the marking done by college instructors.³

" . . . but the size of the coefficients of correlation," according to two specialists in this field, ". . . leaves no doubt that intelligence is one of the basic factors conditioning scholastic success."⁴

Experiments, however, show that absolute reliance on any one of the factors conditioning college success is an injustice both to the institution and to many of its applicants.⁵ Entrance requirements have come gradually to include psychological tests in order that a greater degree

¹A.H.MacPhail, op.cit., pp.28-29.

²C.A.Drake, A Study of an Interest Test and an Affectivity Test in Forecasting Freshman Success in College, p.4. Contribution to Education No.505. New York: Columbia University Press, 1931. M.R.Davidson, A.H.MacPhail, "Psychology Testing in a Women's College," The Personnel Journal, 1927, VI, p.268.

³H.C.McKown, op.cit., p.27.

⁴H.A.Kurani, Selecting the College Student in America, p.26. Contribution to Education No.503. New York: Columbia University Press, 1931. F.W.Reeves, J.D.Russell, Some Aspects of Current Efforts to Improve College Instruction.

⁵H.A.Kurani, op.cit., p.27.

of reliability may be attained. Professor MacPhail, writing in 1923, reported that several colleges were intending to use intelligence examinations in classifying entrance students according to their ability. Professor Hayes of Mount Holyoke advocated this.¹ Vassar College announced the plan of keeping the entire freshman class unsectioned during the first week, until the results of the general psychological tests given by the psychology department could be obtained, and of giving certain English tests alike for all the class.¹

The College Entrance Examination Board recognized the psychological test in 1919.² A committee was appointed to investigate and draw up the type which the Board should use. The Board test was first given in June, 1926, under the title "Scholastic Aptitude Test". The purpose of the test and the results anticipated were presented by the committee the year before in an anniversary publication entitled "The Work of the College Entrance Examination Board":

The term 'scholastic aptitude' makes no stronger claim for such tests than that there is a tendency for individual differences in scores in these tests to be associated positively with individual differences in subsequent

¹A.H. MacPhail, op.cit., p.42.
²H.C. McKown, op.cit., p.28.

academic attainment. . . . Boards of Admission to colleges, now forced to estimate the future worth of candidates, need all the information which is available and pertinent to reach wise decisions. This additional test now made available through the instrumentality of the College Entrance Examination Board may help to resolve a few perplexing problems but it should be regarded merely as a supplementary record. To place too great emphasis on test scores is as dangerous as the failure properly to evaluate any score or mark in conjunction with other measures and estimates which it supplements.¹

The correlation between the test score and the final graduation standing of all who took the aptitude test in 1926 was .58, and that between the test score and the total grade for the four years in college was .61.² The test has been revised yearly and standardized on the group tested.³ The Committee on the Scholastic Aptitude Test reported that "it does not seem unreasonable to expect improvement in both the validity and the reliability of the tests as time goes on."⁴ The Scholastic Aptitude Tests now comprise not only a verbal but a mathematical section designed for "spotting" scientifically-inclined candidates.

Summary

The old plan of content examinations offered so

¹Committee on the Scholastic Aptitude Test, Report in The Work of the College Entrance Examination Board, p.44.

²Thirtieth Annual Report of the Secretary, p.232. New York: Published by the College Entrance Examination Board, 1931.

³C.A. Drake, op.cit., p.4.

⁴Ibid., p.4. First Annual Report of the Commission on Scholastic Aptitude Tests. New York: Published by the C.E.E.B., 1926.

great an opportunity for "cramming" that successful competitors for entrance were, for the most part, from eastern preparatory schools. To overcome this situation, the Board instituted four comprehensive examinations which might be taken in place of the old type, and which were more a test of the applicant's ability as a scholar than of his memory capacity. First developed at Harvard and subsequently adopted by the Board in 1915, these new plan examinations, supplemented by the school record, constitute the new measure for entrance, which has rapidly replaced the old. Correlations of the new plan results with college marks are higher than those of the latter and the old plan examinations.

A more recent development in admission machinery is the Scholastic Aptitude Tests, first developed by various colleges as psychological tests and finally administered as a verbal test by the College Board in 1926. A mathematical section has been added to the original verbal test in order to accommodate scientifically-inclined students. Correlations of this measure with college success are greater than those of the latter with comprehensive examinations.

CHAPTER IV

METHODS OF SELECTION OF STUDENTS IN THE SEVEN EASTERN WOMEN'S COLLEGES

So far, this study has devoted itself to the general problem of college preparation and college entrance requirements. It has shown what steps have been taken to standardize certain criteria used by the colleges in selecting their student material. It now turns to examine directly the activities of the colleges in relation to these changes, reviewing the requirements of seven eastern women's colleges in order to ascertain the trend in the growth of their admission criteria.

Barnard College

Records for the first ten years' entrance requirements of Barnard College are not available. In 1899, however, admission was procured through Barnard College examinations, or a Regents' diploma for New York State candidates. The examinations covered fifteen units of work, a unit representing a full time course for the duration of a normal school year. Each candidate had to submit a certificate of good moral character from her

school or a responsible citizen.¹

In 1900, Barnard College was among those institutions which voted to give up their own examinations and to use only those of the Board.² It was not until June, 1902, that the College Entrance Board examinations were allowed as substitutes for the Barnard examinations. A health certificate was first required in 1914.

In 1922 the psychological test plus an excellent school record in the required subjects was permitted for students not attending the New York State Regents' schools. Students not entering on the psychological test were required to take the test for record only.

In 1930 the College Entrance Board scholastic aptitude test was substituted for the Columbia University psychological test.³

The 1932-33 catalogue of the college contains four considerations which determine entrance, namely, the school record, examinations (in fifteen units, or four comprehensive examinations) or the aptitude test, character and promise, and a health record.⁴ Although the College Entrance Board ratings are accepted by the college, the passing mark is fixed by the Committee on Admission.

¹Mary V. Libby, Secretary to the Committee on Admission, Barnard College. Letter of October 28, 1932.

²E. E. Lindsay, E. O. Holland, op. cit., p. 236.
W. Farrand, "The College Entrance Examination Board," School and Society, XXII (November 14, 1925).

³Mary V. Libby, op. cit.

⁴Barnard College Catalogue, 1932-33, p. 20.

Seventy-five percent is considered the lowest passing mark in the Regents' examinations.¹

Bryn Mawr College

The early entrance stipulations for Bryn Mawr included matriculation examinations devised and conducted by the college and covering fifteen units of preparatory work. The College Entrance Board examinations were substituted for these from the date of the founding of the Board, and the Bryn Mawr matriculation examinations were discontinued after 1926. Up to that time the candidates had been allowed an option between the two.

The fifteen units requirement was raised to twenty in 1906. The U. S. Bulletin of Education for 1913, No. 7, states in objection, "The only college requiring more than sixteen units is Bryn Mawr."

When a college requires more than sixteen units for admission, either the college abandons the purpose of articulating with the four-year high school or else the term 'unit' is used in a different sense from that here employed. How far this college abandons the purpose of articulating with the public high school may be seen from the fact that the catalogue issued in May, 1911, shows that in the freshman class of that year, containing 116 women, 97 received part or all of their preparation in special college preparatory schools or by private tuition, and of the remaining 19 all but 8 were prepared by the Girls' High School of Philadelphia.²

¹Barnard College Catalogue, 1932-33, p.18.
²C.D.Kingsley, op.cit., pp.7-8.

The college resumed the fifteen units level in 1923.

The Board's Scholastic Aptitude Test was first required in 1927.

The Bryn Mawr Calendar of 1932 gives the following information:

Admission to Bryn Mawr College is based upon the candidate's record in the competitive entrance examinations and upon evidence, secured by the college, in regard to her health, character and general ability. All candidates are asked to make an appointment if possible, for a personal interview with the President or the Dean. If the number qualifying for admission in a given year is greater than the number of rooms available for first-year students, the college reserves the right to determine which of the candidates shall form the admitted group.

All candidates for admission to the freshman class must pass without qualification certain of the matriculation examinations conducted by the College Entrance Examination Board.¹

An official statement of the school record, a health certificate and the principal's recommendation complete the requirements.

Mount Holyoke College

Until 1919, admission to Mt. Holyoke was by certificate and by the Old Plan examinations of the College Board. Letters of recommendation were considered together with the school records. In 1919, admission by examination only, went into effect. Since that time, we have accepted the College Board examinations (both

¹Bryn Mawr College Calendar, 1932, p. 29.

Plan A and Plan B). We also continue to accept the Regents' examinations of the State of New York. . .

In 1925, all candidates were required to take a general psychological test which was given here at the college and under the supervision of our own instructors. Beginning in 1926, the scholastic aptitude test of the College Entrance Examination Board was required. From 1926 to 1930 only one report was given on the scholastic aptitude test--emphasis being upon the verbal side or English. Since 1930 there have been verbal and mathematical ratings on these tests.¹

Fifteen units are the required amount to be offered for entrance. It is now necessary for the candidates to be at least sixteen years old, to have completed the preparatory course required, and to have presented satisfactory evidence of good moral character and of physical and mental fitness for a college course. The former qualifications are evidenced by a school report and a "statement from the school principal including an estimate of the applicant's scholarly interests, special ability and character."² The latter must be guaranteed by a physician's certificate of health and vaccination, a clinical history and an oculist's certificate.³

¹Harriet Newhall, Executive Secretary to the Board of Admission, Mount Holyoke College. Letter of August 10, 1932.

²Mount Holyoke College Catalogue, 1931-32, p.36.

³Ibid., p.24.

Radcliffe College

Radcliffe College entrance requirements have from the first conformed with those for candidates for the A.B. degree from Harvard. The size of the college, according to the Radcliffe College Catalogue for 1931-32, is limited to 750 students. There are four types of requirements for admission, namely: by examination under plan A, or old type College Board examinations; by examination under plan B, or comprehensive examinations; without examination and by standing in the upper seventh of the graduating class of a secondary school recognized by the college; and without examination and by transfer from another college. Not less than fifteen units is accepted.

Each individual application for admission . . . will be carefully reviewed; and much weight will be attached to character, personality, and promise, as well as to scholarly attainments. Ordinarily a candidate for admission demonstrates her fitness to do college work by her record in the examinations conducted by the College Entrance Examination Board, but students from rural schools and in the far west and South who have done their school work exceptionally well, may be admitted without examination.¹

Smith College

As in the case of Mount Holyoke and others, Smith abandoned the certificate method of entrance in favor of

¹Radcliffe College Catalogue, 1931-32, pp. 120-21.

the College Entrance Board examinations in 1919.¹

Smith now has two methods of admission. The first includes official statements as to the candidates health, moral character and fitness to do college work, the satisfactory completion of the College Board examinations "in a sufficient number of subjects to cover the fifteen units required for admission",² and of the Scholastic Aptitude Test. The second method substitutes, in place of the old plan examinations, four comprehensive examinations and a secondary school record "meeting the fifteen unit entrance requirement and of sufficient high quality to warrant the granting of permission by the Board of Admission for the use of this method of entrance."²

The college favors a personal interview with the candidate. "The Board of Admission endeavors to select from the complete list of applicants those indicating the greater promise of ability to carry college work successfully and become satisfactory members of the college community."³ "The college reserves the right at any time to cancel the application of a student who in the judgment of the administrative officers lacks the maturity of

¹E.E.Lindsay, E.O.Holland, op.cit., p.236. W.Farrand, "The College Entrance Examination Board," School and Society, XXII.

²Bulletin of Smith College, Catalogue Issue, January, 1932, p.41.

³Ibid., pp.43-44.

character or the physical strength demanded by college life."¹

Vassar College

From its inception, Vassar College had entrance examinations.

The opening of Vassar College was significant in at least two general respects. It proved the poverty and superficiality of the education given in the ordinary school for girls. The examinations for admission made clear that the preliminary education, though high in aim and earnest in effort, was confused, wasteful, and barren. The content of learning was small, the methods were without discipline, and the result was inefficient. The opening of the college also resulted in the establishment of a system of preparatory education. The mission of Vassar College in its first years was of the highest consequence in impressing the importance of orderliness upon secondary schools. It was made plain that the preparation for college, like the institution itself, was based upon certain principles which were to be followed without regard to the crude opinions of parents or the fancies of students.²

In 1905, the trustees of Vassar voted to limit the student enrolment to 1000.³ "In 1922 Vassar closed its entrance lists, with the exception of a number of 'honor places' until September, 1927."⁴ It was voted in 1923 to

¹Bulletin of Smith College, Catalogue Issue, January, 1932, p.39.

²C.F.Thwing, A History of Higher Education in America, pp. 349-50. New York:D.Appleton and Co., 1906.

³H.A.McKown, op.cit., p.113.

⁴Ibid., p.114.

⁵Bulletin of Vassar College, 1931-32, p.37.

restrict the number of students to 1150.¹ Competitive admission was required of all applying for admission in 1928.²

The certificate method of entrance was given up in 1919 in agreement with Smith, Mount Holyoke and Wellesley, and the College Entrance Board examinations in fifteen units of work were used exclusively. The new plan examinations were required beginning with candidates in the year 1929. The Scholastic Aptitude Test became requisite in 1928.²

The credentials requested by the college now are four comprehensive examinations, the Scholastic Aptitude Tests, the school record, the recommendation of two teachers and the high school principal, and a personal letter from the candidate expressing why she chose to come to college, and why Vassar particularly. "If she finds it convenient to visit the college and feels that an interview would be helpful to her"³ the candidate is free to make an appointment with a member of the Committee on Admission. The minimum age is sixteen.

Vassar, among others, has "entered into

¹Bulletin of Vassar College, The Catalogue Number, 1931-32, p. 35.

²Christine Ramsey, Assistant Secretary, Committee on Admission, Vassar College. Letter of August 4, 1932.

³Bulletin of Vassar College, The Catalogue Number, 1931-32, p. 37.

arrangements of affiliation with junior colleges . . . undertaking the development of junior colleges as branch institutions."¹ Entrance requirements would be altered for transfers from these institutions.

The college attempts to receive in membership representatives from all parts of this country and foreign exchange students.

Vassar College not only receives a small proportion of its students from schools already well represented on its registers, the value of whose grades is known from full experience, but it also has a special desire to receive students from schools new to it and in outlying districts.²

For this reason it feels the necessity of "relying on a uniform objective test as a check for the school record."²

We have not tried to evaluate mathematically the various elements of desirability or to assign quantities to different kinds of fitness. From all the evidence before us, examinations, school records, letters of recommendation, etc., the committee renders its composite judgment to select the best material from the whole list of competitors. Thus far we have not found any great divergence between capable scholarship and good vigorous qualities of leadership in

¹A. J. Klein, "Higher Education," Biennial Survey of Education, 1926-28, p. 15. Washington: U.S. Gov't. Printing Office, 1930.

²Helen Sandison, "What Should Be the Determining Factors in Requirements for Admission to College Examinations," National Education Association Addresses and Proceedings, 1926, 439.

character. The membership of our committee on admission includes the president, dean, secretary of the committee on admission, and three representatives from the faculty.¹

Wellesley College

Wellesley College, opened in 1875, instituted special Wellesley College examinations in 1876. Admission by certificate was permitted in 1880 in the case of special schools, but in 1919 this method was discarded in favor of the College Board examinations, which had been accepted since 1902. The new plan examinations were allowed beginning with the year 1919. The psychological examination given by the College Board was tried in 1926, and in 1927 the Scholastic Aptitude Test became a requirement.²

The careful selection of candidates is necessary to limit the total college membership to about 1500 students. Sixteen years is the minimum age limit. Four kinds of data are required for admission: complete academic records from the secondary school attended, a "full statement from the school principal concerning the applicant's intellectual ability, power of application, special interests, circumstances, and character",³ plan A or B entrance examinations and the Scholastic Aptitude Test.

¹H.C.McKown, op.cit., p.113. Prof.C.M.Thompson, Association of American Colleges, Vol.III, No.3, p.155.

²Anne Wellington, Secretary to the Board of Admission, Wellesley College. Letter of July 22, 1932.

³Wellesley College Bulletin, Calendar Number, 1931-32, p.21.

Whenever possible, this information is supplemented by a personal interview with the candidate. "In choosing students the Board of Admission considers the gradual growth of power, interests in special fields of work, and seriousness of purpose."¹

The following statement from the catalogue of Wellesley College is typical of the health requirement in the women's colleges: "A statement from the applicant's physician to the effect that she is organically sound and in good health, together with a certificate of successful vaccination within five years, must be filed with the board of admission before June 1 of the year in which admission is sought. No candidate can be regarded as finally accepted until she has been given a thorough physical examination by the college medical staff. The college reserves the right to reject any candidate if the results of this examination in the opinion of the medical staff, justify such action; or to accept the candidate only on the understanding that she will take five years to complete the course."²

The Colleges

The changes in entrance requirements have been shown for each individual college. A series of tables provides a means of comparison of the colleges in respect to these changes. Table III is a tabulation of the early requirements of all the colleges studied with the exception of Radcliffe. The variability of entrance requirements may be noted in the special college examinations,

¹Wellesley College Bulletin, Calendar Number, 1931-32, p. 21.

²H.C. McKown, op.cit., p. 105.

TABLE III

EARLY REQUIREMENTS FOR ENTRANCE
BY EXAMINATION AND CERTIFICATE

College	Examination	Certificate
Barnard . . .	Barnard College examinations	Or Regents' diploma
Bryn Mawr . .	Bryn Mawr matriculation examinations	
Mt. Holyoke	Old plan examinations (Earlier record unavailable)	Certificate
Smith	(No data)	Certificate
Vassar	Vassar College examinations	Certificate
Wellesley	Wellesley College examinations, 1876	Certificate from special schools, 1880

and the attempt at accrediting special schools in the use of the certificate method of entrance.

Table IV shows the gradual adoption of the

TABLE IV

YEAR OF ADOPTION OF THE COLLEGE
ENTRANCE BOARD EXAMINATIONS

College	Old Plan A Examinations	Scholastic Aptitude Test
Barnard . . .	1902	1930
Bryn Mawr . .	1901	1927
Mt. Holyoke	1919	1926
Smith	1919	(No data)
Vassar	1919	1928
Wellesley . .	1902	1926

College Entrance Board examinations by all of the colleges except Radcliffe, for which data were not obtained. While

Barnard, Bryn Mawr and Wellesley used the College Board examinations in place of their own practically from the inception of the Board, the other three colleges less readily accepted the Board examinations. Uniformity in administration of both the academic examinations and scholastic aptitude tests has supplanted special college examinations.

Table V is a comparison of entrance requirements

TABLE V
ENTRANCE REQUIREMENTS IN 1932

Colleges	School Record	'C.E.E.B.' Exams.	'Scholastic' Aptitude	'Character'	Health
Barnard.	Required	Old or new plan of exams.	In place	Letters	Record
Bryn Mawr.	Required	Old plan	Required	Letter of principal	Certificate
Mt. Holyoke	Required	Old or new plan	Required	Letter of principal	Physician's, oculist's certificates; vaccination; clinical history
Radcliffe.	Required	Old or new plan or rank-in-class		Letters	
Smith.	Required	Old or new plan	Required	Official statements	Official statements
Vassar	Required	New plan	Required	Letters	Certificate
Wellesley	Required	Old or new plan	Required	Letter of principal	Health and vaccination certificates

of the seven colleges for 1932. The colleges are shown to be fairly uniform in their demands categorically. All require an official transcript of the school record, examination by the College Entrance Examination Board and assurances of good character and general fitness for college work. In 1932 Bryn Mawr College was the only college adhering strictly to the old plan examination method of entrance. All of the seven colleges except Radcliffe require the Scholastic Aptitude Tests, although in the case of Barnard College there are alternative methods of entrance. Health occupies an important place in qualifying a candidate for admission.

Additional plans for entrance, plans C and D are now offered by Bryn Mawr, Mount Holyoke, Smith, Vassar and Wellesley. The equivalent of plan D has been in effect at Radcliffe for some time. The following is the report sent out to the secondary schools which submit candidates to these five colleges, explaining the new plans:

Final selection of all candidates is made by the
 Committee on NEW PLANS OF ADMISSION on the basis of all
 evidence, both personal and academic.

Bryn Mawr, Mt. Holyoke, Smith, Vassar, and Wellesley announce changes in admission plans to be used experimentally beginning in 1933, in addition to present plans of entrance.

PLAN C

Candidates shall be allowed to take at the end of the junior year the Scholastic Aptitude Tests and two examinations (not English) from the groups now required by Plan B. On the basis of the results of these examinations, the Scholastic Aptitude Tests, schools records, and recommendations from the principal, provisional acceptance may be given. Final acceptance will depend upon the results of the remaining two examinations which are to be taken at the end of the senior year and upon the school records of that year.

A candidate who is not provisionally accepted at the end of the junior year, may apply for admission by examinations to be taken in the senior year under any College Board Examination plan acceptable to the college she wishes to enter. Candidates wishing to enter by Plan C should make application to the Board of Admission on or before May 1 of their junior year in secondary school.

PLAN D

Admission under this plan is on the basis of the school records and recommendations and the Scholastic Aptitude Tests. To be considered for admission by Plan D a candidate must have ranked, during the last two years of her school course, among the highest seventh of a graduating class containing at least seven students. She must have covered the equivalent of a standard four year high school course which satisfies in general the requirements for approval under Plan B. Unqualified recommendation of the candidate by her school principal or headmistress is essential.

Since all admission is on a competitive basis, candidates for entrance by Plan D cannot be guaranteed admission. They may become eligible for admission subject to the same conditions as candidates applying for entrance by examination. As heretofore, final selection of all candidates is made by the Committee on Admission on the consideration of all evidence, both personal and academic.

Bryn Mawr and Vassar announce that candidates from schools remote from the college and from schools where the course of study has not been specially designed to meet the College Entrance Examination Board examinations may use this plan. Ordinarily candidates from the larger

endowed academies and private preparatory schools must enter by examination.

Mount Holyoke, Smith and Wellesley announce that candidates from any school may be considered for admission by this plan. These colleges, however, will feel free to consider the geographical distribution of students in the entering class and the proportional representation from public and private schools.

Regulations governing the administration of Plan D.

1. Candidates are eligible to apply for admission without examination other than the Scholastic Aptitude Tests, only in the year in which they first graduate from a secondary school.
2. Candidates must register with the College Entrance Examination Board to take the Scholastic Aptitude Tests.
3. Applications should state specifically:
 - a. The number of pupils in the graduating class.
 - b. The applicant's exact numerical rank in the class.
4. Applications must be filed in the office of the Secretary of the Board of Admission on or before May first in the year in which the candidate first graduates from a secondary school.

SCHOLASTIC APTITUDE TESTS

All candidates for admission by any plan are now advised to take the Scholastic Aptitude Tests at the end of the junior year in secondary school.

March 22, 1933

With the rapid growth of the seven colleges, restrictions have been gradually assumed regarding total college enrolment. This has entailed not only more stringent and definite standards by which the qualifications of each candidate must be judged, but subtler investigation of those qualifications. The colleges have employed standardized tests to measure scholastic ability and mental

endowment, and uniform personality-rating sheets for the use of the school principals in recommending candidates. They have attempted to weight the school records and success in examinations on consideration of opportunity, the individual's physical health and emotional stability, and to interpret the letters from the candidate and friends in the light of what is already known from other sources. When a college wishes conscientiously to select the two or three hundred best fitted candidates from eight hundred who have acceptably fulfilled all the requirements for entrance (as in the case of Vassar in 1932)¹, the problem has become a more subtly personal one and demands more sensitive tools for execution. The colleges are courageously trying to make this adjustment.

Personal character regulations have become increasingly important. At first they were interpreted negatively, in that only candidates who were known to be of a bad character were excluded. The present requirements are more positive, involving the analysis and evaluation of specific traits.² These character traits, however, are difficult to measure objectively. A makeshift until objective tests have been perfected has been the personal

¹H.N.MacCracken, President of Vassar College. Interview in Indianapolis, March 16, 1933.

²H.A.Kurani, op.cit., p.29.

interview, letters from the candidate and instructors whom the candidate indicates, and the photograph of the applicant. The qualities which these colleges desire to find and are endeavoring to discover through their collection and interpretation of data are well defined by Helen Sandison, Secretary to the Committee on Admission at Vassar:

Intelligence; intellectual interests manifesting themselves in aggressive curiosity and independent pursuit rather than passive receptivity; adequate preparation both in content and in method of study for the more mature intellectual work before them; health, bodily and mental, adequate to the demands of life in the organized group.¹

In considering admission to college we saw that the old system of examination is characterized by impersonality and by almost complete reliance on written material, which gives only a moderately satisfactory measure of the amount of information in a restricted field possessed by the candidate. The newer developments are proceeding with tests of general and special mental aptitude on the one hand, and towards study and evaluation of the pupil's emotional maturity, stability and normalcy on the other. The two avenues of progress have in common an increased interest in the individual student as a character and as a personality. This fact stands out in sharp contrast to the older conception which considered the student just so much material passing thru and out of the college, taking by accretion what he could.²

¹H. Sandison, op. cit., p. 428.

²C. C. Little, op. cit., p. 267.

Summary

The admission requirements of the seven women's colleges reviewed in this chapter have become more flexible in stipulations regarding subjects submitted for entrance. The colleges have gradually given up their examinations to adopt those of the College Board. This latter tendency toward uniformity is one of the significant steps in the development of entrance requirements. Another tendency of note is the fact that requirements are becoming increasingly personal. Assurances of physical, mental and emotional health are requested, and these factors receive more weight, while examinations are given less consideration than before. New plans of admission tend to dispense with the academic examinations entirely, at the discretion of the principal and a college official. Boards of Admission of the various colleges.

With the collapse of the accrediting system and the increasing demand for entrance to colleges, there resulted a need for a national university entrance examination. This was the result of a series of conferences called by Charles W. Eliot of Harvard and Nicholas Murray Butler of Columbia, which materialized as the College Entrance Examination Board. This Board, functioning since 1901, has served the colleges well, maintaining a high standard of scientific precision within the organization and automatically raising preparation on the secondary school level to a higher plane of quality.

SUMMARY OF PART I

It has been shown in Part I- that the chief problem of entrance requirements has been the lack of uniformity in secondary school preparation and in the requirements themselves. In the middle of the last century, the colleges sought to remedy the situation by permitting greater flexibility in subjects offered for entrance by examination. Later a system of accrediting made it possible for applicants from recognized schools to enter without examination. The latter adjustment was abused, as no reliable standard was set whereby schools should be judged. In consequence, certain of them were accredited for no better reason than the friendship between a school principal and a college official.

With the collapse of the accrediting system and the increasing demand for entrance to college, those colleges adhering to the selective principle turned to national uniformity in entrance examinations, a vision of Charles W. Eliot of Harvard and Nicholas Murray Butler of Columbia, which materialized as the College Entrance Examination Board. This Board, functioning since 1900, has served the colleges well, maintaining a standard of scientific precision within its organization and automatically raising preparation on a national level to a higher plane of quality. It is uncertain,

The Board introduced comprehensive examinations in 1915 in an effort to eliminate "cramming" in preparation. In 1926 the Board issued a test of scholastic aptitude, thus standardizing the psychological tests which individual colleges had administered. The Scholastic Aptitude Tests now comprise verbal and mathematical sections, thus recognizing the literary or scientific inclination of the candidate.

The seven women's colleges studied show in the development of their entrance requirements both greater flexibility in subjects recognized for entrance credit and uniformity in entrance examinations and Scholastic Aptitude Tests. A third development is the increasing personalization of requirements. To the school record and examinations are added a certificate of health, a photograph of the applicant, letters of recommendation, and a personal letter from or an interview with the applicant. All these factors should give a complete picture of the candidate and indicate her promise as a member of the college community.

The latest tendency observed in the study of these colleges is manifest in admission plan D, which is practically a reversion to the accrediting system. This abandonment of the Board examinations, the colleges' most scientific measure for selection, in favor of an uncertain,

qualitative measure, is regarded skeptically. For were all the criteria at hand permitted to function ideally, constituting as they do a complete picture of the candidate, there would be nothing left for the colleges to desire. That the colleges propose to dispense with the examinations signifies that there is again something undermining the efficiency of entrance requirements. For an investigation of the situation we turn to Part II- of this study.

Chapter I- The Problem of College Entrance 1

Chapter II- The College-Bound Student 17

Chapter III- The College-Bound Student's Preparation 33

Chapter IV- The College-Bound Student's Entrance Examination 44

Chapter V- The College-Bound Student's Entrance Examination 55

Chapter VI- The College-Bound Student's Entrance Examination 66

Chapter VII- The College-Bound Student's Entrance Examination 77

Chapter VIII- The College-Bound Student's Entrance Examination 88

Chapter IX- The College-Bound Student's Entrance Examination 99

Chapter X- The College-Bound Student's Entrance Examination 110

Chapter XI- The College-Bound Student's Entrance Examination 121

Chapter XII- The College-Bound Student's Entrance Examination 132

Chapter XIII- The College-Bound Student's Entrance Examination 143

Chapter XIV- The College-Bound Student's Entrance Examination 154

Chapter XV- The College-Bound Student's Entrance Examination 165

Chapter XVI- The College-Bound Student's Entrance Examination 176

Chapter XVII- The College-Bound Student's Entrance Examination 187

Chapter XVIII- The College-Bound Student's Entrance Examination 198

Chapter XIX- The College-Bound Student's Entrance Examination 209

Chapter XX- The College-Bound Student's Entrance Examination 220

Chapter XXI- The College-Bound Student's Entrance Examination 231

Chapter XXII- The College-Bound Student's Entrance Examination 242

Chapter XXIII- The College-Bound Student's Entrance Examination 253

Chapter XXIV- The College-Bound Student's Entrance Examination 264

Chapter XXV- The College-Bound Student's Entrance Examination 275

Chapter XXVI- The College-Bound Student's Entrance Examination 286

Chapter XXVII- The College-Bound Student's Entrance Examination 297

Chapter XXVIII- The College-Bound Student's Entrance Examination 308

Chapter XXIX- The College-Bound Student's Entrance Examination 319

Chapter XXX- The College-Bound Student's Entrance Examination 330

CONSIDERATION OF COLLEGE ENTRANCE

CHAPTER I

THE PROBLEM OF COLLEGE ENTRANCE

PART II

CONSIDERATION OF THE PRESENT PROBLEM

Chapter I- The Problem of College Entrance	56
Chapter II- The College Board Examinations and Scholastic Aptitude Tests	64
Chapter III- The School Record and Personal Factors	82
Summary of Part II	97

...ity in social adjustment, and almost every
... from lack of mental ability or of intellectual
... preparation in the student.²

A recent study has revealed that at least 25
... agree to what academic difficulties are experienced by
... leaving school unprepared to proceed into those colleges
... for which comparable data have obtained in other insti-
... tutions, academic difficulties appear not to be the
... chief factor.³

In 1924, 221 students entered the Freshman
class at Texas College. Ninety-one withdrew
before graduation. The reasons stated were
chiefly as follows:

1. Journal of Psychology, 1924, 12-13.
2. Journal of Psychology, 1924, 12-13.

PART II

CONSIDERATION OF THE PRESENT PROBLEM

CHAPTER I

THE PROBLEM OF COLLEGE ENTRANCE

A good indication of the efficiency of entrance requirements in selecting good college material is, perhaps, student mortality. Helen Sandison speaks for Vassar, quoting from the Dean's annual report for 1924-25:

'For the last four years the rate of academic mortality is remarkably low, a fraction over one percent, in a college which closes the year with 1120 students enrolled. . . . failures arise from lack of purpose or from some difficulty in social adjustment, and almost never from lack of mental ability or of technical preparation in the student.'¹

A recent study has revealed that at Vassar the degree to which academic difficulties are influential in causing student withdrawal is greater than in other colleges for which comparable data were obtained; in other institutions, academic difficulties appear not to be the chief factor.²

In 1924, 336 students entered the freshman class at Vassar College. Ninety-one withdrew before graduation. The reasons stated officially were as follows:

¹H. Sandison, op. cit., p. 428.
²V. Pope, op. cit., p. 47.

Deficient scholarship, withdrawal required - 24
 Unsatisfactory scholarship, withdrawal advised-13
 Marriage - 11
 Family reasons - 10
 Health - 9
 Transfer to other colleges - 9
 Discipline - 5
 Discontent - 6
 Foreign study - 1
 Death - 2
 Uncertain - 2.¹

The same study indicates that of 331 freshmen entered at Vassar in 1925, thirteen transferred to another class and ninety-two definitely withdrew.² Mortality for subsequent classes confirms the loss of approximately one-fourth of the original class to be usual. Certain withdrawals are unpredictable. But it would seem reasonable to expect efficient tests of entrance to eliminate the majority of withdrawals, particularly those caused by deficient and unsatisfactory scholarship, discipline and discontent.

. Colleges' failure to predict with accuracy is seen, in retrospect, to have withheld educational facilities from those excluded candidates who might have succeeded had they been given the opportunity. On the other hand, from the point of view of the individual, it is a dubious privilege to be permitted entrance only to meet with consequent chagrin, sense of inferiority, physical breakdown, intense bitterness, or the choosing of an easier way as soon as difficulties

¹V. Pope, op.cit., pp.45-46.

²Ibid., p.19.

are confronted. . . . The writer has found that such cases are by no means rare at the present time.¹

The problem of college entrance has been discussed by many interested in education. They have seen the need for investigation and revision of methods of preparation and of entrance. C. C. Little writes:

Something needs a complete and fearless disinfection and airing when more than one-third of the students entering as freshmen in our colleges fail to return at the beginning of the sophomore year. These are actual conditions and not theories.²

There has been a strong sentiment for more flexible entrance requirements as a solution. Douglass recommends more flexible requirements, and that a study of high school subjects be made to determine which contribute sufficiently to success in college to warrant their requisition as entrance subjects.

One cannot but be impressed with the certainty that thousands of able and a considerable number of outstanding minds have been barred from attending college or university by the administration of worse than useless means of selecting college entrants.³

The Carnegie Foundation for the Advancement of Teaching has approached the problem of college entrance from the standpoints of both the college and the school,

¹V. Pope, op. cit., p. 8.

²C. C. Little, op. cit., p. 23.

³H. R. Douglass, "Selecting Good College Risks," *School and Society*, XXXV (January 30, 1932), 146.

particularly urging upon the college that low and uncertain requirements are one of the chief causes of college inefficiency and at the same time demoralize the high school and retard the development of four-year high schools.¹ But the history of the last forty years shows that in making college entrance requirements more highly selective, educators committed a grave injustice against the student in their concern for the machinery whose only reason for being is his benefit. Their belief was that by this gesture secondary school standards automatically would attain a common degree of excellence. Apparently they were not concerned with the wealth of student material which would inevitably be lost to selective colleges in the process of this adjustment, or with the length of time (unending as yet) necessary for such a transformation.

The fundamental attitude is that the college should not impose its standards upon the junior college or the high school; that the senior high school should not attempt to dominate the junior high school or the elementary school; but that there should be integration of the work and a mutual understanding of the problems. The schools are separate units, but the pupil who pursues his way through them is one; and since the schools are there for his benefit . . . it is proper that they should serve his purposes.²

The adjustment of parts, each of which has a separate legitimate function, calls for a

¹C.D.Kingsley, op.cit., p.5.

²C.A.Jessen, "Secondary Education," Biennial Survey of Education, 1928-30, p.14. Washington: U.S. Gov't. Printing Office, 1930.

relationship that cripples none of the parts. But the relationship commonly existing between high school and college cripples both. The problem is a broad one, but the solution depends to a considerable extent upon the amount and flexibility of college entrance requirements.¹

One of the seven items listed as chief obstacles to changes in secondary school procedure, on responses from 275 principals and high school inspectors attending the 1931 sessions of the North Central Association, was the statement of college entrance requirements in terms of certain patterns of units rather than in general measures of ability.²

Elliott of Purdue accuses the colleges of complacency in respect to such problems:

Higher education resists more than any other human institution, save perhaps the church, the forces that would produce fundamental changes. While we of America make great show of our modernity, in reality we are content to accept and to practice ancient operating habits. We retain the old machines of life and of education, apparently, because we have learned to like their jarring and their rattles.³

Kurani expresses the opinion, as a result of his study of almost three hundred colleges in America, that the solution of the problem of college entrance lies with

¹C.D.Kingsley, op.cit., p.5.

²J.B.Edmonson, "The Newest Crisis in Education," North Central Association Quarterly, Vol.VII, No.1 (June, 1932), 18.

³E.C.Elliott, Problems of College Education, p.41. Edited by Earl Hudelson. Minneapolis:University of Minnesota Press, 1928.

better teaching in the senior high school and freshman year in college.

A higher degree of professional attainment combined with attractive personality in the teachers in charge of secondary school and first-year college courses would do much to solve this vexing problem of admission to college, for it is essentially these qualities that draw out the best in a young mind, and inspire it to higher and higher endeavor.¹

The teacher, Kurani writes, not a battery of tests, knows whether or not a child is prepared and capable to pursue college work.

Fundamentally the decision relative to the student's ability to pursue college work rests with the teacher: he sets the examination questions or awards the certificate; he influences the student's attitude toward his studies and helps develop in him certain habits of work.²

Investigations of college entrance and college success show that one's intelligence alone is not a guarantee of one's future use of it, that one's past record alone does not assure future conformity to that record, that the list of high school subjects and grades does not intimate how one studied, or one's personality and good character alone how one will be able to meet the college situation. The school record showing the student's background, the examinations showing how one attacks one's work, the intelligence test indicating one's native powers, letters

¹H.A.Kurani, op.cit., p.24.

²Ibid., p.58.

of recommendation revealing one's character and personality, and certificates of health are all factors which, functioning together, should have greater predictive value than any single factor or any number of these factors to the exclusion of certain others. MacPhail does not regard one test as adequately informative but stands for the battery of measures as a reliable method of selection: "It is very evident . . . that there is no single test or criterion that can accurately estimate a candidate's fitness for the academic work required in college."¹

These few opinions from representative sources testify that the problem of college entrance is a real one crying for correction. C. C. Little has recorded a vision which is worth setting down. It is given at the conclusion of this chapter because it represents the recognition of personal factors, which are the latest to receive special emphasis in the selective machinery.

The entrance requirements of the future will undoubtedly include as their most important features a measure of the student's emotional maturity and balance; a measure of his general mental ability and of his particular aptitudes; and evidence that he has acquired sufficient fundamental subject matter or informational material with which to build.

The present type of written subject-matter examination will, of course, continue to concern itself merely with testing the extent of the student's information. Research in the two

¹A.H. MacPhail, op.cit., p.154.

other fields will develop, in all probability, several experimental types of tests which will be used over a period of years. On the records made by the students themselves further changes in procedure will be based. The whole process will undoubtedly become one of much more human interest and cooperation between parent, student, secondary school, and college than it is at present.¹

Summary

If the opinions of educators quoted in this chapter were pooled, the conclusion reached would be that the problem of college entrance will find its solution in flexibility and high standards in entrance requirements, in better preparation on the secondary school level and more careful teaching of college freshmen, the whole adjustment being effected by a broader realization of the situation and a greater degree of cooperation among parents, teachers, students and college officials. The reasons which are to be found for these opinions are presented in the chapters following.

¹C.C.Little, op.cit., p.28.

²J.L. Hamilton, "The Future of the College Entrance Examination Board," *National Review*, (1920), 477.

CHAPTER II

THE COLLEGE BOARD EXAMINATIONS AND SCHOLASTIC APTITUDE TESTS

It is said that the worth and importance of a reform is indicated by the amount of disparagement it suffers at its inception. If this were the only claim of the College Entrance Board examinations, it would nevertheless shed considerable glory upon their authors.

E. L. Thorndike began immediately to test the predictive value of the examinations with reference to Columbia students entering in 1901, 1902 and 1903, and his findings were very discouraging to friends of the standardizing movement. His report states:

The important facts concerning the relationship of success in entrance examinations to success in college work . . . prove that we cannot estimate the latter from the former with enough accuracy to make the entrance examinations worth taking or to prevent gross or intolerable injustice being done to many individuals.¹

He continues, "Of the dozen students who ranked highest in entrance, some were in the lowest fifth of the class by junior year."¹ It is interesting to observe that

¹E.L.Thorndike, "The Future of the College Entrance Examination Board," Educational Review, XXXI (1906), 472.

this corresponds to a recent experiment at Vassar in which thirty border-line cases which were admitted on trial not only made good but achieved some representation in the upper tenth of the class.¹

The weakness in the old plan examinations was readily discerned by Thorndike when he said,

If a student who fails in his first trial of an examination gets a vastly different mark a few months or even a year later, it is clear that the examination in so far does not test capacity so much as the carefulness of the coaching or the diligence of the candidate's cram.²

The entrance marks often utterly misrepresent the fitness of a student for college work. For instance, there were ten men out of the 130 who in their junior year got A (the highest mark given) in at least five studies. Their average marks at entrance were in some cases in the lower tenth of the 130, barely above the passing mark. . . . there is every reason to believe that of those students who did yet worse in the entrance examinations and so were shut out, a fairly large percentage would have done better in college than a third of those who we admitted.³

A. D. Whitman in a study (1927) of 3318 students from selective colleges found that the entrance examinations appear to be about 50% less uniform in their power

¹H.N.MacCracken, President of Vassar College. Interview in Indianapolis, March 16, 1933.

²E.L.Thorndike, op.cit., pp.472-73.

³Ibid., p.473.

to predict the quality of work of a student in his freshman year in college than the school marks.¹

W. M. Proctor, a member of the University of Minnesota's Senate Committee on Education, has said of the College Entrance Examination Board, 'This system is weak because a- No single examination gives a fair sampling of the candidate's knowledge, b- It is not objective.' . . . It would not be wise to claim that . . . the low correlations between examination scores and college marks proved that the College Entrance Examination Board was of no value, but it would be stupid to hold, in the face of existing evidence, that its examinations provide a completely satisfactory test of fitness for admission.²

In their Survey of College Examinations C. C.

Weidemann and B. D. Wood maintain that:

The quarter-century experience of the College Entrance Examination Board has definitely shown that with the most careful consultation among readers, variations still occur in the score of subjective examinations; without such consultation the variations inevitably approach chaos.³

Even though the readers attempt to adhere to certain standards in marking the Board examinations, the variations in teachers' marks seem inevitable.

A study of Yale students by Crawford and Burnham reports that selection based upon the examination scores

¹A. D. Whitman, The Value of the Examinations of the College Entrance Examination Board as Predictions of Success in College, p. 56. New York: Columbia University Press, 1926.

²C. C. Little, op. cit., p. 20.

³Ibid., p. 19.

alone is unreliable, but when coupled with other evidence, affords a fairly reliable index of each candidate's educational possibilities.¹

Yet the evidence indicates that neither the general averages on such examinations (as measured by correlations with freshman averages) nor grades in individual examination subjects (as correlated with freshman marks in the same subject) have more than a meagre validity. . . . This statement does not imply any criticism of the College Board or the examiners themselves. The difficulty lies rather with the manner in which grades on such examinations are often interpreted, and in particular with the tendency of colleges to accept the evidence at face value.²

It states further that, using all the other measures except the Board examinations, the prediction is almost as good as when they are included. All the factors yielded a positive correlation of .71 (29.6% better than a guess), while all but the Board examination averages amounted to .69 (27.7% better than a guess).³ The lack of reliability both with the freshman year marks and with the examinations themselves might account for the low correlations to be found between them.⁴ The study concludes that

¹A.B.Crawford, P.S.Burnham, "Entrance Examinations and College Achievement," School and Society, XXXVI (September 17, 1932), 384.

²A.B.Crawford, P.S.Burnham, "Entrance Examinations and College Achievement," School and Society, XXXVI (September 10, 1932), 344-45.

³Ibid., 348

⁴A.B.Crawford, P.S.Burnham, op.cit., School and Society, XXXVI (September 17, 1932), 383.

the examinations "fail to afford a satisfactory index either of an individual student's all-round scholastic promise or of his specific competence in particular subjects of study," and that possibly the "direct influence upon school standards is all that we can reasonably expect standardized examinations to accomplish."¹

A list of eleven arguments versus the use of examinations for admission is presented by Kurani, as follows:

1. They overtax the nervous system of growing students.
2. They are inadequate and cover only one of many requisite qualifications.
3. They test memory rather than ability.
4. They test knowledge and not appreciation.
5. They encourage cramming.
6. They minimize the true conception of learning.
7. They introduce the element of gambling into education.
8. They lend themselves to injustice to the student.
9. They inflict a heavy burden upon the college.
10. Any more effect examinations may have can be obtained otherwise.
11. Their prognostic value is uncertain.²

A twelfth might be added--that they determine a student's whole future by the results of a few hours of work which are conditioned by many factors besides a student's knowledge and his ability to handle his material well.

¹A. B. Crawford, P. S. Burnham, op. cit., School and Society, XXVI (September 17, 1932), 383.

²H. A. Kurani, op. cit., p. 21.

This unfavorable comment is corroborated by Drake's study of selective measures, in which he says:

Hope for improvement in predicting college success seems to lie in extensive experimentation with new instruments and methods, rather than in intensive statistical treatment of results. Tests of factors other than intelligence that condition the achievement of college grades either will have to be highly objective and reliable, or else they will have to be far more subtle than the subjective measuring instruments we have been using.¹

Investigators have found something to say for the standard tests, and especially since the introduction of the comprehensive examinations, which theoretically (though not practically) have eliminated the benefits of cramming and hence one of the chief objections to the examination system. Kurani lists favorable arguments as follows:

1. Examinations stress and determine ability to possess knowledge, to use knowledge, and to produce it on demand.
2. They require comprehensive grasp of a subject studied over a period of time.
3. They enable the college to define its standards more accurately.
4. They influence the schools to maintain high standards.
5. They are good training for life.
6. They make the student self-reliant.²

Crawford and Burnham add that they clarify the task set for both the school and pupil, hold both pupil and teacher to at least a certain level of achievement, serve in some measure as a guide to instruction, and encourage

¹C.A. Drake, op.cit., p.51.

²H.A. Kurani, op.cit., p.21.

the pupil to cultivate the ability to organize his thought into intelligible, written discourse.¹

To those who protest that the examination questions are beyond the capacity of a high school pupil, Wilson Farrand replies:

The Board has no standards of its own. It is simply the instrument which brings together representative groups who in cooperative action frame requirements, set papers, and interpret results. . . They are primarily the standards of those who are closest to the problem.

. . . a very large proportion of the secondary schools of the country have not attained a sufficient degree of thoroughness in their work, and have not a sufficient comprehension of what is needed for success in college to make the record of their pupils an adequate criterion of preparation for college work. . . in our better schools the examinations have proved an incentive rather than a hindrance, and have raised rather than lowered the standard of attainment. 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 a good teacher the examination is an incident rather than an end.²

In any event, the College Entrance Board examinations have had their effect as standard-raisers:

The great need of the secondary schools of today is the establishment of adequate standards of attainment. Their great weakness is sloppiness and superficiality; their great need is thoroughness and genuine mastery of the subjects taught. It is my deliberate conviction that the strongest factor in the improvement of our secondary schools in the last twenty-five years

¹A.B.Crawford, P.S. Burnham, op.cit., School and Society, XXXVI (September 17, 1932), 383.

²W. Farrand, op.cit., p. 10.

is to be found in the standards set and maintained by forward and upward-looking teachers working through the agency of the College Entrance Examination Board.¹

The influence of the Board led to a larger use of written examinations as periodical tests of progress. There can be no doubt that such tests constructed by experienced examiners and administered under suitable conditions help the young to organize their knowledge, to think with greater precision, and to employ language more acceptable from the point of view of good usage.²

In 1926 Helen Sandison reported the findings of a study made by the English departments of Smith, Wellesley, Mount Holyoke and Vassar.

... the results of the investigation were strongly suggestive of the conclusion that the examination grade at least in the upper registers is a more reliable index than the school grade of performance in college.³

In his study of the first-year college marks for 3318 students of Columbia, Harvard, Mount Holyoke, Smith, Princeton, Wellesley and Yale for the years 1920-21, A. D. Whitman found that the predictive value of comprehensive examinations in subjects such as French exceeded that of the school record. He attributes this to the fact that in this subject "habits and information gained in the high school continue to be of direct value in college."⁴ He found also that the old plan examinations were the least

¹W. Farrand, op.cit., p. 11.

²T. S. Fiske, op.cit.

³H. Sandison, op.cit., p. 428.

⁴A. D. Whitman, op.cit., p. 56.

valuable of the measures studied, but that the comprehensive examinations were more accurate as predictive devices than school records for students from unselected public and private schools, except in mathematics, where the two means of prediction were of equal value.

Potthoff's study of the relation of certain deficiencies to college success found them often directly related to success or failure in college work.

The deficiencies include: slow rate and poor comprehension in reading; inability in the fundamentals of English composition and arithmetic; inadequate foundation in high school subjects, such as history, algebra, and foreign languages; and poor study habits. Many of these facts are not revealed at all by the high school average.¹

The College Board examinations reveal in part, at least, the lack or presence of these deficiencies and make up for the inadequacy of the high school record in this respect. But it is not difficult to imagine an equally efficient way of obtaining this same information, eliminating the strain which devolves upon the candidate through intensive preparation for the examinations and the expenditure of time and money for the maintenance of the standardizing body itself. The school record, according to Farrand, should indicate ground covered and methods and results of study, while the comprehensive examinations

¹E.F. Potthoff, A Statistical and Analytic Study of Selective Admission of College Students, p. 255. Unpublished thesis, University of Chicago, 1928.

should show how the work has been done.¹ Other things being equal, the latter should be practicable. But other things, as many educators can vouch, are not equal for students facing the examinations, and the value of the examinations as typifying the individual's qualities as a scholar is therefore questionable.

A principal of a prominent western high school who has had many years' experience with the Board examinations has written protesting against the academic examinations. Under this plan B, he wrote,

. . . the colleges often fail to get outstanding students, as these have failed to tutor or 'dig' for College Entrance Examination. I believe that a pupil who ranks very, very high in our senior high schools, and at the same time is able to take her place in the extra-curricular life of the school, showing a very high type of development, will make a much better student at Vassar or some other college than one who gets there by being sent through one of the preparatory schools that seem almost necessary for many students to pass the College Board Examinations.²

This is representative of numerous similar statements which have been made by public school teachers who attempt to compete with the private institutions in preparing their pupils for selective colleges. The contention is that the private schools spend a great amount of

¹H. Sandison, op. cit., p. 430

²A Secondary School Principal. Letter of January 10, 1933.

time in preparing their pupils to hurdle the entrance examinations, using copies of past examinations to advantage. Public schools as a rule cannot give special attention to candidates for the Board examinations. But the pupil who receives a well-rounded education in a public school, who is a leader scholastically and socially, will not rank so high in the examinations as her private school competitor and student equal, her preparation for the examinations having been less extensive or even non-existent. In the examinations she may appear to be inferior to the second-rate pupil who has by dint of private school drill managed to gain acceptance to a selective college. These differences among secondary schools in the amount of preparation made for the examinations constitute the chief drawback in the use of the examinations as an entrance criterion. The intellectual powers of candidates cannot be compared when in some cases the examination represents a student's independent thinking and in others the reflection of a teacher's ideas and coaching. This is not a fault inherent in the examinations but in the use, or rather the abuse, of them.

With such conflicting opinions and with research substantiating either case, one cannot pass judgment on the College Entrance Board examinations. It is as yet undecided whether they are more or less beneficial than

detrimental, whether they are just beginning or long past their period of usefulness. Until some method of measuring the losses through elimination by examination of really first-rate but temporarily ill-conditioned student material is attempted, it cannot definitely be said that the examinations are a complete failure. But while it is known that they are not absolutely reliable for the individual case, neither can they be called successful.

The addition of plans C and D to the admission regulations of Bryn Mawr, Mount Holyoke, Smith, Vassar and Wellesley, similar plans to which have been in operation at Radcliffe, is a sign that the colleges are considering the examination less and less as a reliable measure of individual scholarship. Their acceptance of the New York Regents' examinations in substitution depicts their willingness to recognize preparation by schools conforming to a common standard. Of this there can be no doubt: as long as there remain school standards which are variable or uncertain, the colleges persisting in the use of these standard examinations will unavoidably continue to misjudge a number of applicants and to lose valuable student material. But this is of equal certainty: without this criterion (the examinations), the slight predictive value of the factors in selection is diminished. When the best possible prediction with all factors contributing is only thirty percent

better than a guess, the colleges are not justified in discarding any one of these factors.

Scholastic Aptitude Tests

Intelligence tests are usually brought into play when there is no other record available by which to judge an individual's capacity to achieve. Because the other criteria pertaining to college entrance could not be depended upon fully to reveal capacity for scholastic achievement, the Scholastic Aptitude test came to be included in the battery of tests prepared each year by the College Entrance Examination Board.

Early correlations of aptitude tests with college success were not too encouraging:

At Smith College for the classes of 1923 and 1924, the intelligence examinations did not correlate as highly with first semester grades (.40) as did entrance examinations (.46) but attention was drawn to the fact that the mental tests were only about forty minutes' duration as against twelve hours required by the New Plan examinations and fourteen hours for the Old Plan examinations. It was found true, moreover, that 'the correlations for the intelligence examination are much better for the majority of the individual entrance examination subjects.' It was found true, too, that a combination of records on intelligence and entrance examinations give criteria which 'in every group correspond more closely with college grades than do the entrance examination grades alone.'¹

Pope's study of student mortality concludes that

¹A.H. MacPhail, op.cit., p.59.

high intelligence scores were significantly present in the graduating group as opposed to withdrawal groups.¹

According to MacPhail, high school records are somewhat superior on the whole to entrance examinations for prognostic purposes, and for these same purposes intelligence tests are as valid as either high school records or entrance examinations.²

There are protagonists for the intelligence examination and the school record as the sole basis for entrance:

At least fair preparation as indicated by reasonably good matriculation standing is necessary for high college scholarship. It is evident that success depends upon both ability and industry.³

A Study of Some Factors in College Success by Omwake⁴ found that abstract intelligence plus the high school record was the best criterion of college success. In September, 1931, the University of Southern California inaugurated a three-year experiment with a group of seventy entrants to measure the validity of tests of scholastic aptitude and of high school grades as entrance criteria

¹V. Pope, op. cit., p. 39.

²A. H. MacPhail, op. cit., pp. 51-52.

³C. E. Kellogg, "Relative Values of Intelligence Tests and Matriculation Examinations as Means of Estimating Probable Success in College," School and Society, XXX (December 28, 1929), 896.

⁴Unpublished thesis, George Washington University, 1929.

for admission to college.¹ In their study of Yale students, Crawford and Burnham reported that academic prediction by the first (English) aptitude test correlated .55 with the average of the students' individual grades in English and history; while the mathematical aptitude test prediction correlated .66 with the average of his grades in mathematics and chemistry. The addition of marks in the College Board examinations in these subjects added but .01 to each correlation.²

The predictive value of the psychological tests given by the individual colleges prior to the introduction of the Scholastic Aptitude Test was inferior to that of the latter. In the case of Vassar, the correlation was below .40 and the entrance records of Board examinations.³

Measurements of capacity to learn, such as those obtained with the Psychological Examination, do not correlate with college marks for several reasons. In the first place, the tests measure other capacities, as for example, training and experience, in addition to intelligence, and they measure the latter by a method which is indirect in approach, limited in scope, and more or less inaccurate in its results. In the second place, achievement in college work depends in part upon factors other than native intelligence, such as earlier educational preparation, application, industry, etc.⁴

¹"Experimental Entrance Program at the University of Southern California," editorial, School and Society, XXXIV (August 15, 1931), 222.

²A. B. Crawford, P. S. Burnham, op. cit., School and Society, XXXVI (September 17, 1932), 378.

³H. Sandison, op. cit., p. 429.

⁴E. F. Potthoff, op. cit., p. 254.

The aptitude tests, like all other tests, suffer the distortion through the emotional condition of the person tested. Most persons, writes Clark H. Hull in Aptitude Testing, look upon tests as ordeals and are consequently emotionally disturbed during the testing.

. . . possibly the pulse rate or the blood pressure (or both) may be employed to correct these disturbances to a useful degree. Indeed, it would not be surprising that aptitude tests of the future should include pulse rate and blood pressure as regular components, largely for this purpose.¹

Another objection to the psychological tests is the possibility of coaching. Although the Board attempts to remove this chance by giving every candidate a sample copy a few days before the actual testing, the taking of the tests which is permitted for juniors in secondary schools provides them not only with a second chance but with such benefits as actual practice lends to subsequent performance.

The shortcomings of the Scholastic Aptitude Tests may be enumerated as follows:

1. Those inherent in all examinations.
2. Those inherent in all tests which measure through a medium which is itself variable for the participants.

¹p.155. New York:World Book Co.,1928.

3. Those present because of the comparative newness of the tests.

Summary

A criticism of the academic and psychological examinations of the College Entrance Examination Board may be made as follows:

1. Their flaws are those inherent in all examinations.

2. They are the only methods of entrance employed by these colleges which approach scientific exactness, and hence they should not be discarded.

3. The variability of preparation for the examinations by secondary schools renders the results of the academic examinations unreliable for the individual student. If he has had opportunity to "cram" or "dig" in preparation the examination results will be better than they would have been had he depended only upon his general school background.

4. Because of item 3-, it is important to the value of the examinations that they be used only as supplementary evidence to the facts known about the individual and the school from which he applies.

5. As the Scholastic Aptitude Tests correlate highly with college success and provide an indicator of the student's "bent", literary or scientific, thus affording a valuable instrument in educational guidance, they should be included in the battery of tests.

The SAT tests are designed to measure the student's ability to do college-level work. They are not designed to measure the student's ability to do high school work. The SAT tests are designed to measure the student's ability to do college-level work in the fields of literature and science. They are not designed to measure the student's ability to do high school work in these fields.

The SAT tests are designed to measure the student's ability to do college-level work in the fields of literature and science. They are not designed to measure the student's ability to do high school work in these fields.

The SAT tests are designed to measure the student's ability to do college-level work in the fields of literature and science. They are not designed to measure the student's ability to do high school work in these fields.

The SAT tests are designed to measure the student's ability to do college-level work in the fields of literature and science. They are not designed to measure the student's ability to do high school work in these fields.

1. J. P. Rothoff, op. cit., p. 111.
 2. J. Klein, Problems of College Admission.

CHAPTER III

THE SCHOOL RECORD AND PERSONAL FACTORS

The high school average, as a measure of earlier school achievement, also has certain limitations. Ordinarily marks are very inaccurate because marking standards are highly subjective and vary greatly, and because the marks are given in such a way that the teacher's prejudices and personal feelings toward the student may play a considerable part. The mark also represents only a very general, and a very limited measure of achievement. It gives no indication of the specific mastery of these specific items.¹

Marks vary in meaning not only within the school but among schools:

In spite of standardization and accrediting, everybody knows that the character of the product of high school varies considerably. It would seem desirable so to arrange records that each high school might be measured in terms of the records of its students in college and that the results be furnished in one form or another to the high school concerned. This is done by some institutions and the results have been remarkably beneficial.²

Pope found relative rank-in-class significant in predicting college success. Crawford in his Yale report explains the system of selection on the basis of rank-in-class data which is secured from the majority of

¹E.F.Potthoff, op.cit., p.255.

²A.J.Klein, Problems of College Education, p.30.

contributory schools. Whenever a student's rank in his school class is reported, it is transmuted to its equivalent value on a standard scale. This standard scale has been adjusted by two methods: 1. it is based on the analysis of averages and standard deviations of Scholastic Aptitude Test scores made during the last few years by candidates from a large number of high and preparatory schools, and showing geographical and school differences; and 2. it is based on special comparisons between Yale records of students from different schools, which have been made in all cases where the individual school groups are large enough to yield reliable data.¹

By the use of these largely empirical methods, which have been revised each year on the basis of added experience, the correlation between school records alone, and college grades, for the class as a whole, has been raised to approximately .63. . . . Similar procedure has been followed in respect to students' averages on their entrance examinations.¹

Although perhaps not with such statistical exactness, the women's colleges which have been observed in this study follow a similar course of procedure. They look with favor on candidates from schools whose reputations are well established. The mere fact that the basis for this judgment is empirical suggests its questionable reliability. The personal equation which enters into high

¹A.B. Crawford, "Forecasting Freshman Achievement," School and Society, XXXI (January 25, 1930), 128.

school marking and which has little exercise in impersonally-conducted college classes can by this method of selection eliminate a really good student. The added consideration that school populations, school teachers and school practices are subject to change, and that a perfect school record may denote anything from the work of a "grind" or plodding student to that of a genius should be a warning in the use of such a measure.

But tempered with supplementary information, the high school record is doubtless of great value. Speaking of the examination and school record, Kurani says:

These two methods harmonize rather than clash with each other. In order to be of greater value the one method should be supplemented by the other.¹

Crawford and Burnham found that at Yale the freshman averages consistently correlate better with the secondary school grades than they do with the College Board examination averages.

The school record seems to be the most important single factor in prediction of freshman scholarship, and there would seem to be little reason for giving primary consideration to a less satisfactory index, such as the College Board data alone, when better measures are available.²

Johnston reports in Problems of College Education that "in all of our later studies we have never found

¹H.A.Kurani, op.cit., p.23.

²A.B.Crawford, P.S.Burnham, op.cit., School and Society, XXXVI (September 10, 1932), 345

reason to change our opinion that the degree of success in secondary work is the best single criterion of success in college."¹

The chief flaws in a system of entrance which includes the school record are the facts that:

1. School standards of scholarship vary.
2. Teachers' marks vary.
3. Any criterion representing the general quality of graduates from a certain high school may be typical of the whole school but not necessarily of a particular individual.

Personal Factors

The problem of education is a human problem and should be treated throughout with the human relationship. Indeed, it is a reflection on education if colleges allow a condition under which business, supposedly inhuman and cold, acts more on the personal basis and places more emphasis on personality than higher education does.²

There are many reasons why the colleges should be interested in personal factors. When they must judge hundreds of applicants, many of whose impersonally tested and tabulated qualifications bear a striking resemblance, their only recourse is to personal interviews, photographs, health certificates, letters of recommendation and the

¹J.B. Johnston, Problems of College Education, p.235.

²W.E. Slater, "Choosing College Entrants," School and Society, XXXV (June 4, 1932), 764-65.

like, which tend to fill in the picture of the individual. An apparent inconsistency between the school record and the examinations may be clarified by reference to a student's emotional stability, physical condition or other variable. Again, while a student may pass high in all other respects, his or her mental attitude or physical health may be utterly unsuited to college life. This is reminiscent of a girl who entered a selective college for social prestige. She took no part in extra-curricular activities and did just enough work to "get by". Her feeling of social inferiority encouraged a superiority attitude, which made her unpopular among girls of her own class. As a junior and senior she attracted several underclassmen and spent evenings of bridge, P. G. Wodehouse readings and movies. Her attitude of contempt toward the work and the professors spread to these satellites, two of whom "flunked out".

It has been suggested that the college situation is at fault and that until it is corrected, no entrance precautions will avail.

As long as serious disturbances arise in a student's pursuit of his college career because the institution has failed to take necessary steps to provide for his proper adjustment, we will continue to find failures which can be ascribed to these maladjustments and which cannot be predicted in the ordinary ways. The effectiveness of the plan of selective admission may, therefore, depend in part upon the removal of such causes of maladjustment.¹

¹E.F.Potthoff, op.cit., p.259.

Faculties of colleges have not dared, wished, or felt equipped to face the work and trouble which would be entailed in an attempt to analyze the situation and to devise and carry out corrective measures.¹

The former statement is well grounded, but the inference in the latter of passivity on the part of college officials in regard to personal adjustment is scarcely justified in view of the creation of student and faculty advisers, the introduction of "Freshman Week", and the addition of a personnel bureau to the college staff. It could be wished that the personnel offices were sufficiently endowed so that assistance might be given to the apparently normal as well as to the obviously maladjusted student. But this is hardly an argument against entrance precautions concerning personal traits.

At Barnard College the reasons which the students give for coming to college are so forced in most cases and so indefinite that the admission board has found the personal letter of the candidate interesting as throwing light upon the individual in question but of little value otherwise.² Data for two hundred run-of-the-mill freshmen

at Smith in 1931 show reasons to range generally as follows: "for general development and culture; 'to satisfy my parents'; 'to get a background that will make me better

¹C.C.Little, op.cit., p.28.

²Elizabeth Bradford, Secretary on Admission, Barnard College. Letter of January 23, 1933.

able to earn my living'; 'college is more bearable than too many social affairs'; 'I am interested in study' given by eight."¹ Few, as it turned out, knew how to study. In a report of the Personnel Research Bureau at Vassar, 92.6% of those answering the Bureau's questionnaire gave general education and self-development as their purpose; 56.5%, parents' wishes, and 19.4%, family tradition. As many came for social advantages as for vocational advantages. More students withdrew from college who came solely because of parents' wishes.²

Vogt discussing a study conducted at the University of Oklahoma wrote:

The results of the investigation indicate that failure on the part of freshman and sophomore students is quite largely related to lack of adjustment to college conditions. There is always a certain proportion of students who come to institutions of higher learning primarily because of the desire of their parents to have them attend college and not because of any great interest in college work on the part of the students themselves.³

The chief causes of poor scholarship as listed by Freeman are: lack of interest, poor habits of study,

¹"Smith Looks at Some Freshmen," editorial. Survey, LXV, 672.

²Miriam C. Gould, Director of Personnel Research Bureau, Vassar College. Letter of December 2, 1932.

³P. L. Vogt, "Why Students Fail," School and Society, XXX (December 21, 1929), 848.

loafing, athletic competitions, work for self-support, reading and study outside of courses, social activities and illness.¹

Some girls who have no keen intellectual interests enter college in order to enlarge their social contacts. This girl, who was intelligently capable of satisfactory college work, had no deep-seated desire to be a college graduate.²

The above might easily be an account of a girl who attended one of the seven women's colleges well recommended. Her family had denied her nothing, and her brilliance and feeling of duty toward them amply repaid their generosity. It was their wish that she attend this particular college, which, as it turned out, was utterly uncongenial with her nature. She disliked the bells, the food, the excess and unrelieved presence of women, and was homesick most of the time. She studied intensively during the week in order to run off every week-end. In the middle of her junior year she was so broken in health by this practice that her family was fully persuaded that she should withdraw. This girl ranked highest in her college class scholastically and was very charming and popular. Her dissatisfaction, however, spread to others, and thus her college career was not only a regretted experience in her life but the means of rendering the college life of

¹F.S. Freeman, "Elusive Factors Tending to Reduce Correlations between Intelligence Test Ranks and College Grades," School and Society, XXIX (June 15, 1929), 786.

²V. Pope, op. cit., pp. 90-91.

others unpleasant. This was, of course, an extreme case of parent domination, but it is present in varying degrees of seriousness to an appalling extent in these colleges and works to defeat the purpose of higher education. Potthoff says:

part in the . . . parents and home environment are sometimes highly instrumental in influencing the student by: 1) developing genuine intellectual interests, and realizations of the value of a college education; 2) building up prestige, which results in extra effort and persistence in order to succeed in college work; 3) developing aspirations for attaining certain honors and achievements in college; 4) providing for proper study habits, and for adequate educational background for the pursuit of college work An effective scheme of selective admission must, therefore, recognize the part played by these home influences, which, however, can be determined by analytical studies of the facts for the individual student.¹

These influences provide a splendid incentive when administered with prudence. But the splendid incentive in overdose becomes a deadly poison. Colleges are filled with students whose ambitious parents have tried to give them "the best" regardless of individual differences which may transform that "best" into a "worst", parents who have instilled in these students desires for college honors beyond their capacities to achieve.

A recent graduate of one of the women's colleges describes the effect of parental pressure. The reluctant

(June, 1937)

¹E.F.Potthoff, op.cit., pp.258-59.

collegian takes on a bored and indifferent attitude, and "the rest adapt themselves, as the years pass, to the pressure of social ridicule and to general inertia." And she continues, "This throwing away of four or more college years seems to me a deplorable thing." Of the parents' part in the matter she says, "Sometimes I think they send us away to college for prestige alone."¹ This revelation of the effect which the dissatisfied student has upon the group is not new or startling. But the grimness of the accusation which so definitely points to personal factors in entrance requirements is unavoidable. The seriousness of the situation cannot be overlooked when the thinking young people who do manage to enter these selective colleges protest against it. G. M. Butler writes of the general demoralizing effect that college seems to have upon many young people "who have been mistakenly permitted to spend four or more years where they have no business to be."²

Unless a student possesses a brain that is considerably better than the average, and the ability and desire to use it, he is wasting his time Our American colleges should be for thinkers only, and apparently a thinker is born, not made. . . . And why permit young men or women to attempt to do something utterly foreign to their temperaments and capacities?²

¹K. Wyler, "Home from College," Forum, LXXXVII (June, 1932), 381-82.

²G. M. Butler, "Grave Educational Problems and a Suggested Solution," School and Society, XXXIII (January 31, 1931), 150.

It is no secret that colleges admit a good many of this unstudious type every year. And it is not only a deplorable hardship for them but a blight upon the whole atmosphere. Not so serious a social menace, but perhaps an even more miserable member of the college community is the student who finds it necessary to struggle for academic survival. Surely if the entrance requirements were adequate, there would be enough gifted and studious youths found throughout this country to fill the freshman quota; and these "grinds" would be weeded out, to the greater happiness of all concerned. Their method of entrance is well-known--parental or social drive provides the motive, padded recommendations and "cramming" furnish the means.

A certain secondary school teacher boasted of having "crammed" a "moron" into one of the women's colleges. She managed to stay "one glorious semester of week-ends". Other teachers admit "trying to do what they can" by way of preparation for the examinations and recommendations for pupils to whom college life would be a struggle if they should gain admission. While from the secondary school teacher's point of view, she is befriending the candidate and increasing the number of students admitted from her school (a great boon by way of school advertisement), she is in reality lowering the standard of work possible when such an element is introduced into

the college, and exposing the individual to an ignominious college record which will be "hard to live down". Whatever such a teacher may be, an instrument of ambitious parents, an enthusiastic alumna or a victim of the selective college fad, she is an insidious element in the selective system. Unfortunately she is the keystone by whose unreliable support the whole frame of entrance criteria is sustained. Because her marks, her recommendations and her assistance in preparing the candidate specifically for the examinations cannot be determined or relied upon, the colleges are faced with a task of selection whose efficiency against such odds would be nothing short of a miracle.

These reasons may be listed for the ineffectiveness of present entrance requirements with regard to personal factors:

1. Lack of a definite understanding of the meaning of traits which are being measured and of the indices taken for their measurement.¹
2. Lack of a standardized questionnaire which deals minutely with the personal traits, attitude, ability and industry displayed by the student.
3. The fact that those recommending (with the exception of the school principal) are

¹H.A.Kurani, op.cit., p.29.

selected by the student concerned, which condition puts the whole judgment on the basis of friendship and compliment rather than on impartiality and consideration of the student's desirability as college material. Potthoff says, "Numerous students who made unsatisfactory college records were highly recommended by the teachers, indicating that improved methods of securing such estimates are necessary."¹

4. The desire of teachers to have their school well represented quantitatively (chiefly for the sake of a local reputation for "getting people in") and hence "cramming" and recommending inferior material.

5. The need for parent education because:

a) many lack the ejective consciousness to see what their children really want and of what they are capable.

b) many think of a college degree as the only decent means of facing the world, disregarding the abilities, tendencies, attitudes and desires of their children to

¹E.F.Potthoff, op.cit., p.257.

the extent of instilling them with hopes of attending a selective college.

Until the colleges can obtain the unqualified cooperation of the secondary school teacher (who, after all, knows the candidate's worth better than any other person concerned) in reporting the desirability of the particular applicant as material for the particular college, present entrance requirements will continue to be inadequate.

A future solution of this situation may be the administration of a standardized personality test by the College Board. This would serve as a check on the unreliability of teachers' recommendations, and would furnish a more complete description of the individual. Studies such as the Downey Will-Temperament Tests, Drake on forecasting freshman success in college, and Tyler on personality traits which figure in academic success, provide the possibility of a test devised so accurately to define the individual that the Board will see fit to include it in its battery of entrance examinations.¹

Summary

The school record is the best single criterion

¹This statement does not endorse the subjectivity of these tests, but anticipates the time when this element will be sufficiently eliminated to render them reliable tests of personality.

for predicting college success. Because of the variability in teachers' marks and standards within the school as well as among schools, it must be weighted by such knowledge as the college may be able to acquire as to these variables. It is inadvisable that a school should be judged by the college records of its graduates alone, since this is empirical data, and since college success is determined by many factors unaccounted for by the school record.

Personal factors are of tremendous importance in college success. Suitably objective measures of these, however, have not been perfected, nor have instructors recommending pupils for entrance a uniform conception of the different qualities or of terms which would clearly classify the pupil as to the degree to which he possesses these qualities. There is a decided need for greater cooperation with college officials by the secondary school teacher in this respect, and also of parent education in the desirability of higher education for their children in these selective colleges.

SUMMARY OF PART II

Part I- of this study was an historical survey which suggested certain discrepancies in the present admission requirements of the seven eastern women's colleges. Part II- had for its object a revelation of these "loop-holes" in the system, through a critical study of the problem of college entrance pertaining to these colleges, and the various selective measures used. The findings on the subject of college entrance show that educators feel the need for greater flexibility in acceptance of entrance subjects, for high standards in requirements, for better teaching in senior year of high school and the freshman year in college, and for a greater degree of cooperation among parents, teachers, students and college officials.

We find the examination results significant for large groups but not highly predictive of individual college success. The examinations are made by secondary school and college teachers and are under constant observation for possible improvement. They have had the effect of raising school standards. On the other hand, they cannot stand alone, for many other factors enter into college success. Many factors besides those they are intended to measure enter into their results. They can be and are being "crammed" for. Hence inferior student material can be prepared to perform well on the

examinations, while superior students, having little preparation specifically for the examinations, may figure less well in the results.

The Scholastic Aptitude Tests differentiate between literary and scientific aptitudes. They are valuable for educational guidance in college. The tests are of greater predictive value than the academic examinations but cannot stand alone, since they ignore many factors which contribute to college success.

~~Little~~ The school record is the best single criterion for predictive purposes. For this reason, some colleges admit students according to their rank in their graduating classes, while others accept those who have maintained a certain average in a recognized school. The school record is difficult to interpret because of variations in teachers' marks and differences in standards among schools as well as within schools. The school record accounts only for the subject matter studied, not for the methods of study or for the personal factors which influence college marks.

Personal factors are of tremendous importance in college success. The measures used by the colleges are a health certificate, a photograph, a letter from the principal, letters from teachers and responsible citizens, a letter from the candidate or a personal interview. The receipt of a health certificate and a physical examination

by the college precede formal acceptance of the candidate. A photograph reveals any physical peculiarity and something of the personality. A letter from the principal attesting to the applicant's fitness is required. The candidate requests recommendations from two or more of her teachers. There is no single standard by which the teachers and principal judge the candidate, but they are free to employ their personal standards in making their judgments. The letter from the candidate is usually "forced" and hence of little importance. Many candidates come to college because of parental pressure or social prestige, as well as for vocational and intellectual advantages. The personal interview is not required, but when employed, it provides some insight into the personality and attitude of the applicant.

Upon these findings the following conclusions are based:

1. A combination of the measures used by the seven colleges or their equivalent, and not a single measure, is necessary for an approach to adequate selection of student material.
2. The high standards set by present requirements should not be abandoned, for even with these, inferior student material finds its way through, while it is possible that an equal number of deserving students are denied entrance.

3. As the examinations are the only scientific measures used, and as they alone show how the secondary school work has been done, they should not be discarded in favor of less certain methods.

4. Because of the variability in preparation for the examinations by secondary schools and defects inherent in the examination method, the examination results should be weighted according to other information regarding the candidate and the school from which she applies.

5. The Scholastic Aptitude Tests should be retained on the strength of their reliability as a measure of scholastic ability and their value as an aid in the college guidance program for new students.

6. Because of variations in school standards and teachers' marks, it is not advisable to accept candidates on the basis of their school records alone, either by their rank in class or by the maintenance of a mark average above a certain minimum, regardless of rank.

7. Unless an intimate knowledge of the school in question is had by the college, the school record, an indication of the subject matter

studied, cannot be considered an adequate measure of how the subjects have been studied. Until such knowledge is complete, the colleges cannot discard the academic examinations as superfluous.

8. Uniformity in preparation on the secondary school level would greatly relieve the situation. State examinations similar to the New York Regents' examinations are suggested as a step in this direction.

9. Entrance requirements cannot be considered adequate selective criteria until, among other things, information on personal components has been rendered complete and objective.

10. A flaw in the determination of personal factors exists in the fact that the pupil is permitted to select those teachers who will recommend her. This places the recommendation on the basis of compliment rather than impartiality and an objective consideration of the candidate's promise as good college material.

11. There is need for a standard terminology or personality rating scale, to be understood and employed by those writing recommendations for the candidates, so that these letters may constitute a scientific measure of traits.

12. There is need for greater cooperation on the part of teachers and parents with the college officials, so that second-rate student material will not be filled with the desire for admission to a selective college or "crammed" through the examinations and recommended for entrance.

The resume of the problem of college entrance and the reliability of present entrance requirements reveals pointedly the presence of a number of undesirable factors which will persist until some changes in technique and attitude on the part of those concerned take place. These factors stated generally are the lack of an adequate adjustment to the non-uniformity of preparation for examination and of standards of scholarship on the secondary school level, and the inadequacy of present measures of personality which so strongly influences college work.

No alteration in method, however, can be justified without due investigation, if it is to be consistent with the high standards which the promoters of previous changes have set. As a preliminary study paving the way for a better understanding of the secondary school situation, Part III- of this study will attempt definitely to establish the facts concerning the variable state of preparation prevailing in the secondary schools of this country, revealing geographical characteristics and the general differences to

be observed between high school and private school preparation.

STUDY OF SECONDARY SCHOOL PREPARATION

PART III

SURVEY OF SECONDARY SCHOOL PREPARATION

A secondary school survey was conducted in 1915 by which figures for the number of graduates by private and public schools were obtained. The results of this survey are given in this part of the report, showing that while certain of these schools are known to be among the best of their kind in the state, the majority of private and public school graduates are not well prepared for the work of the college and university, and particularly so in the case of the public schools. It is found that the public schools are generally unable to accept a larger percentage of private school graduates. Further, although data were obtained for the state of 1915 only, it is found in the table for three out of four colleges receiving (see table II, page 101), that a better preparation of public school graduates is desired. This is especially true for the first two years' work that would be expected, considering their representation in the class as a whole. While the number of graduates of private schools is small, and hence its significance is not so great, the number of public school graduates is so large that the representative.

PART III

SURVEY OF SECONDARY SCHOOL PREPARATION

A secondary school survey was undertaken to show by actual figures the relative preparation by private and public schools for the College Entrance Board examinations and college success. This was done as the result of certain data submitted by the colleges under observation, showing that while certain of them made no conscious effort to control the proportion of private and public school graduates accepted and could see no significant differences in the work of the two groups as college students, they persistently seemed to accept a larger percentage of private school products. Further, although data were obtained for the class of 1935 only, it is found in the data for 1935 which colleges reporting (see Table VI, page 106), that a larger proportion of public school graduates received "Freshman Honors" for the first semester's work than would be expected, considering their representation in the class as a whole. While the honor list is small at Bryn Mawr, and hence its significance uncertain, the number of public school products listed is double the expectation.

TABLE VI

PROPORTION OF PRIVATE AND PUBLIC SCHOOL GRADUATES
ON FRESHMAN HONOR ROLL FOR 1932
CLASS OF 1935

College	Class Membership						Freshman Honor List Membership					
	Private		Public		Both		Private		Public		Both	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
Bryn Mawr	-	70.	-	14.4	-	15.	14	70.	6	30.	-	-
Radcliffe	68	32.3	142	67.6	-	-	8	25.	24	75.	-	-
Smith	259	44.7	149	25.7	171	29.5	53	51.9	31	30.4	18	17.7
Vassar	-	62.	-	18.9	-	18.9	24	80.	6	13.3	2	6.7

Such data appear to indicate that public and private schools prepare equally well for college success, but that it takes a higher type of student from the high school to hurdle the entrance requirements in competition with the private school student. This judgment is corroborated by the secretary of the Board in his annual report for 1925 which states:

The tables seem to tell us . . . that pupils of the private schools are on the whole better prepared for the examinations than the pupils of the public schools and that in general preparation for the examinations is more efficient in New England than in the Middle States or in the West.¹

Perhaps it would be well to treat briefly of the information offered by the colleges (all but Wellesley).

¹The Work of the College Entrance Examination Board, p.227.

President MacCracken of Vassar in an interview in Indianapolis (March 16, 1933), estimated that success of public and private school products in college is about the same, but that the former have a slight advantage in acclimating themselves. The other colleges reported no significant differences.¹ All the colleges indicated that the proportion between the two in classes has remained fairly constant for a number of years. From this it would seem that the Scholastic Aptitude Tests had contributed little to the predictive value of selective criteria or that the colleges deliberately set a ratio of public and private school graduates to be admitted despite the measures. Bryn Mawr reported the only change in mortality, and that was a slight decrease.

College adjustment is evidently difficult for the new students.

I should say that the majority do not know how to study with full efficiency. There are very marked differences . . . We find that English is not so good as it should be

¹But letters from college freshmen published in private school periodicals are testimonials to the struggle necessary for adjustment. The following is an actual quotation: "There are various social functions, and for the most part, the use of our time is left to our own judgment. One of the things to which I at first found it hardest to acclimate myself was the complete independence that every student has."

they are much distraught by their new freedom and the great mass of work which college requires.¹

Practically all freshmen have to be assisted in working out a reasonable time budget There is some reason to think that students from schools where the time is rigorously scheduled in the orthodox manner, have greater difficulty in managing their college day.²

Few knew how to study. Many showed a deficiency in tool subjects, particularly reading, English composition and grammar. 'The most obvious difficulty to achievement,' Miss Blake states, 'is the lack of a schedule of the proper distribution of time for work as well as for leisure.'³

Only Barnard, which draws about seventy percent of its students from public schools, seems pleased with the adjustment made by freshmen. "We feel that a large proportion know how to study, have a good knowledge of tool subjects, and do not have any particular difficulty in time-budgeting."⁴

Dean Manning of Bryn Mawr said in an interview in Indianapolis (March 13, 1933) that the college attempts to give public school candidates the benefit of the doubt with regard to the entrance examination performance.

Dr. MacCracken gave this illustration of the intensive preparation which private institutions provide:

¹Harriett M. Allyn, Academic Dean, Mt. Holyoke College. Letter of November 22, 1932.

²Miriam C. Gould, Director of Personnel Research Bureau, Vassar College. Letter of December 2, 1932.

³"Smith Looks at Some Freshmen," Editorial. Survey, LXV, 673.

⁴Mary V. Libby, Secretary to the Committee on Admission, Barnard College. Letter of November 16, 1932.

A certain preparatory school sent twenty girls to the examinations last year. In one particular examination all made a grade of 80. The girls were apparently well coached, Dr. MacCracken remarked, and one could scarcely believe the same person had not written all of the examination papers.

The survey of secondary school preparation is in two parts, Part I- comprising questions regarding preparation for the examinations and Part II- concerning college success. The questions included in the questionnaire were selected: a) for Part I- after inquiry into various methods of preparation in use today; and b) for Part II- after an examen of those practices in secondary schools which may teach the prospective college student to work independently, to budget his time economically and to pursue a study scientifically, three factors which may be said to contribute largely to college success.

Not only are the College Board examinations studied for intensively by some schools, but past examinations are sometimes used as regular class material. For this reason Part I- of the survey is divided into two sections, A- concerning the use of the Board questions as 1) test questions, 2) teacher guides in courses of study and 3) as review material during or at the end of the senior year. A fourth question under section A- was to

determine whether or not the practices indicated were generally followed. Section B- of Part I- deals with special attention given to those intending to take the Board examinations. The items listed are segregation into special classes, special tutoring and a review of the four years' work during or at the end of the senior year.

Part II- is an inquiry into secondary school practices which foster independent thinking, economic use of time and scientific methods of study. Questions are asked about student government and extra-curricular activities in connection with independent thinking, provisions for guidance in time-budgeting in connection with the economic use of time and the extent to which pupils are taught the common operations which are essential to the formal topic or thesis in relation to scientific methods of study.

Part II- comprises five sections. Question A- is: "Have you a form of student government?" If such an organization exists in the school, the candidates whom the selective colleges favor probably hold some responsible position in it. The question might have been "Have you student publications?" But this would have been less significant, as a position on a school paper is probably more allied with literary ability than ability in community leadership. The former would have academic significance;

the latter has both academic and social.

Section B- asks: "Are pupils guided in the construction of individual budgets by which to regulate their time?" Guidance in construction of individual time-budgets would at least make the pupils aware of systematic procedure in study. The second question is added because some teachers in administering this guidance permit the pupils to originate their own plans, thus providing for independent action; and there is more assurance that the pupil will follow a budget when it is of his own making.

Section C- questions: "Do you restrict the number of extra-curricular activities in which the pupils may participate? a) on the basis of activity points? b) on the basis of scholastic success?" Restriction of extra-curricular participation is indicative of a guidance program. Too strict supervision in high school, however, may easily cause the pupil to slight the academic side of college life because of his new freedom. When restriction is based on scholastic success, it is prone to over-emphasize the academic life and is indicative of a stricter supervision than that based on activity points, which allows more freedom and independence of action.

Section D- inquires if a certain amount of participation in extra-curricular activities (excepting gymnastics) is required. Some schools are said to treat

certain activities as part of the required course. This insures a degree of balance in the life of the student between mental and social development and prepares him to be a more valuable asset to the college community.

Section E- asks: "At some time in their high school training, do pupils receive instruction in and make practical application of research methods? 1) use of library (catalogues, Readers Guide)? 2) choice of bibliography (primary, secondary sources)? 3) note-taking? 4) formal outlining? 5) writing of formal topic with footnotes, bibliography?" A school which installs such a program of education in scientific methods of study sends its pupils well on the way to success in college. (The cover letter and questionnaire are reproduced on pages 113 and 114.)

The schools to which the questionnaires were sent were selected from the list of candidate-submitting schools published in the 1932 Report of the Secretary of the College Entrance Examination Board. Of these, one-hundred girls' private schools and the same number of public schools were picked. Sampling by design was the system used for selection. An equal number of public schools was selected from each state. The eastern state schools covered several pages of the report, while some states were represented by only one or two schools. But as the

2912 Boulevard Place
Indianapolis, Indiana
January 2, 1933

To the Principal
XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

My dear Madam:

I am making a study of the entrance requirements of the seven Eastern women's colleges. The enclosed questionnaire represents a nation-wide survey which is an important part of my investigation. I should be indeed grateful for your cooperation in making it successful, as I am convinced of its significance in the problem of articulation between the secondary schools and these colleges. The name of your school will not be used, of course, unless you so desire.

Part I- of this inquiry is intended to ascertain the different types of preparation by which secondary schools are attempting to meet the demands of colleges requiring examination by the College Entrance Examination Board. Realizing that success in college depends largely upon one's ability to work independently, to budget one's time economically and to pursue a study scientifically, I am also interested to know to what extent the secondary schools are equipping their candidates with these factors in mind. This is the purpose of Part II. Would you kindly supply me with this information in regard to your school by checking the enclosed form?

If you are interested to know the results of this survey, I shall be only too glad to reciprocate your courtesy.

Sincerely yours,

Vassar College '32
Graduate study, College of
Education, Butler University

C. McCULLOUGH

(To Secondary School Principals)

Kindly Indicate Reply by Checking:

PART I - A SURVEY OF TYPES OF PREPARATION IN SECONDARY SCHOOLS

- A. Are the College Entrance Board Examination Questions used in various courses as:
 - 1. test questions? Yes No
 - 2. teacher guides in courses of study? Yes No
 - 3. review material during or at the end of senior year? Yes No
- Is this a general policy? Yes No
- B. Do those intending to take the College Entrance Board Examinations receive special attention?
 - 1. by segregation into special classes? Yes No
 - 2. by special tutoring? Yes No
 - 3. by a review of the four years' work during or at the end of senior year? Yes No

PART II- A SURVEY OF SECONDARY SCHOOL PREPARATION FOR COLLEGE SUCCESS

- A. Have you a form of student government? Yes No
- B. Are p
indiv
their
Are
tim
- C. Do yo
curri
may p
1. on
2. on
- D. Is a
extra
gymna
- E. At so
pupil
cal a
1. us
Re
2. ch
se
3. no
4. fo
5. w
b

4
2
5

Reverse Side May

this to be the general

object was to show sectional differences, the number of eastern schools selected was made to conform more nearly with the physical importance of the eastern states than with their representation in the list of candidate-submitting schools. As a result of this system of selection, the survey covered the whole country, and large, small, prominent and obscure secondary schools were represented.

With the questionnaire in each case was sent a letter of explanation and a self-addressed envelope. The letter gave an account of the purpose without, however, alluding to differences between private and public school preparation. Anonymity of results was assured. A small dot made it possible to distinguish the public from the private school returns. The postmarks facilitated positive identification. Although no names are to be revealed, this measure was taken for ease in tabulation and sectional grouping.

One hundred and fifty-nine returns were received, seventy-nine from private schools and eighty from public schools. A large majority of all returns sent additional material and an abundance of personal opinion on the College Board examinations, ranging from a private school head's "We love them", to a public school principal's "They are an abomination".

An analysis of the returns follows:

Part I- (See Tables IX and X) Section A-

Private schools in general use the College Board examinations as 1) test questions (73 out of 76 answered affirmatively); 2) teacher guides in courses of study (49 out of 64); 3) as review material during or at the end of the senior year (65 out of 72). These practices were a general policy (63 out of 72). Several of the private schools indicated an intensive review following graduation and preceding the Board examinations.

TABLE IX
TYPES OF SECONDARY SCHOOL PREPARATION FOR
C.E.E.B. EXAMINATIONS

TYPES OF PREPARATION	'Private Schools		'Public Schools		'New England Public Schools	
	Yes	'No	Yes	'No	Yes	'No
A. Use of C.E.E.B. examination questions as:						
1. test questions	73	3	35	40	16	0
2. teacher guides	49	15	31	40	11	2
3. review material	65	7	43	31	15	0
This is a general policy	63	9	35	32	14	1
B. Special attention given to C.E.E.B. candidates by:						
1. special classes	34	38	21	50	8	4
2. special tutoring	31	35	37	34	9	2
3. special review	34	35	21	49	8	5

Public schools were almost equally divided in answering this section: 35 as opposed to 40 indicating use of the examinations as test questions; 31 as opposed to 40 as teacher guides; 43 as opposed to 31 as review material; 35 as opposed to 32 indicating this to be the general

policy. Twenty-six answered Section A- with total negation. Public schools located in New England contribute from about one-third to more than one-half of the affirmative answers to Part I-, although their numerical representation is only slightly more than one-fifth of the whole group of public schools responding. Their answers to Section A- are affirmative to the extent of: 1) 16 to 0; 2) 11 to 2; 3) 15 to 0; 4) 14 to 1. Of the remainder of the public schools, two-thirds answer the first two questions negatively. The remaining schools are equally divided on the third question.

TABLE X
NEW ENGLAND PUBLIC SCHOOL PREPARATION
FOR C.E.E.B EXAMINATIONS

SCHOOLS	Use of C.E.E.B. Questions as:				C.E.E.B. Preparation by Special:							
	Tests-		'Guides-		'Review Classes-		'Tutors-		'Review			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
Public Schools	35	40	31	40	43	31	21	50	37	34	21	49
New England- Public Schools	16	0	11	2	15	0	8	4	9	2	8	5
Remainder of- Public Schools	19	40	20	38	28	31	13	46	28	32	13	44

Section B-

Section B- is not significant for private schools, for many wrote that they give "special attention" to all their students, and the number who so interpreted the questions is indeterminable. It is not surprising that

half answer affirmatively and half negatively.

Of the public schools, 21 as opposed to 50 segregate Board candidates into special classes, 37 to 34 provide special tutoring and 21 to 49 a review of the four years' work during or at the end of senior year. Again the New England public schools excel in contribution of affirmative answers, replying 8 to 4 in question 1), 9 to 2 in question 2) and 8 to 5 in question 3). The ratio of negative to affirmative answers for the remaining public schools is 3 to 1 for the special classes and final review and 1 to 1 for special tutoring. This last mentioned item may signify tutoring by the school or tutoring sought on the initiative of the student if he can afford it.

Part II- (see Table XI)

Section A-

Private schools having student government rank 6 to 1 with those that have not. The public school ratio is 2 to 1.

Section B-

Fifty-nine out of 68 private schools guide pupils in making time-budgets, while 36 out of 62 public schools answer affirmatively to this. Answers to part two of this section were subject to different interpretations and hence are not significant. The laissez-faire

policy of many public schools is indicated here in contrast to the individual attention possible in the private institution.

TABLE XI
SECONDARY SCHOOL PREPARATION IN INDEPENDENT
THINKING AND TIME-BUDGETING

SCHOOL PRACTICES	' Private ' Schools		Public Schools	
	Yes	'No	Yes'	No
A. A form of student government . . .	66	11	53	26
B. Pupil guidance in construction of individual time-budgets	59	9	36	26
Pupils free to originate own time-budget plans	61	7	63	7
C. Restricted number of extra-curricular activities in which pupil may participate	56	14	63	11
Restriction based on				
1. activity points	25	20	35	18
2. scholastic success	50	7	52	8
D. A certain amount of participation in extra-curricular activities (other than gymnastics) required. ,	31	, 46 ,	3,	76

Section C-

Fifty-six as opposed to 14 private schools and 63 to 11 public schools report restricted participation in extra-curricular activities. Eighteen private and 20 public schools indicate that this restriction is based on both activity points and scholastic success. Sixteen public schools and 3 private institutions report a basis of activity points only; 15 public and 16 private on the basis of scholastic success alone. These results, on consideration of the previous discussion of the questions asked,

seem decidedly to favor the public schools. Again the more closely supervised work of the private school is seen in contrast to the freedom of the public institution. It is possible that this is the answer to President MacCracken's assertion that public school candidates are slightly more easily acclimated to the college situation.

Section D-

Thirty-one out of 77 private schools require participation in extra-curricular activities. The public schools fall appreciably short of this, only 3 out of 79 reporting affirmatively. While about half of the private schools make a definite effort to create a balanced mental and social diet for their pupils, the public schools as a rule do not. Again it is left to the pupil's judgment.

Section E- (see Table XII)

According to the questionnaire returns, both private and public schools prepare well in scientific methods of study. Seventy-one out of 74 of the former, 79 out of 80 of the latter teach the use of the library; 55 out of 66 private schools, 62 out of 69 public schools give instruction in choice of bibliography; 74 out of 74 private, 62 out of 68 public schools teach note-taking; 73 out of 76 private, 67 out of 74 public schools teach formal outlining; 54 out of 68 private, 48 out of

of 69 public schools provide for the writing of a formal topic with footnotes and bibliography.

TABLE XII
SECONDARY SCHOOL PREPARATION IN RESEARCH METHODS

METHODS TAUGHT	Private Schools		Public Schools	
	Yes	No	Yes	No
Pupils receive instruction in, and make practical application of research methods, viz.:				
1. use of library (catalogues, Reader's Guide)	71	3	79	1
2. choice of bibliography (primary, secondary sources)	55	11	62	7
3. note-taking	74	0	62	6
4. formal outlining	73	3	67	7
5. writing of formal topic with footnotes, bibliography	54	14	48	21

According to these findings the following conclusions are justified:

1. Private schools as a rule take advantage of C.E.E.B. examination material in preparing their students. This can be said for only half of the public schools reporting. About half of the public schools which indicated their use of the examinations are located in New England. It must be remembered that selection of schools was not based on numerical distribution, and hence that there would have been an even more impressive difference between results from the New England

public schools and others had this been the case.

2. Public schools do not as a rule give special attention to C.E.E.B. candidates. About one-third of these schools provide special classes, practically the same number a review of the four years' work during or at the end of the senior year; about one-half provide special tutoring; and twenty-six (slightly less than one-third of the public schools reporting), only one of which is located in New England, reported negatively to all three provisions.

3. The public schools located in New England contribute from about one-third to one-half of the affirmative answers for the public schools regarding preparation for the Board examinations, although their numerical representation among those replying is slightly more than one-fifth of the whole group of public schools.¹ A larger percentage of their pupils take the examinations, and they are thus able to give their candidates special consideration. In the meantime, there are valuable students competing in the west and

¹This conclusion confirms the interpretation which the 1925 Secretary of the Board placed upon certain statistical data on the examination results. See page 106.

south. Some of them cannot afford special tutoring. While the colleges are making it financially possible for such students to remain in college once they arrive, entrance requirements, private schools and New England public school competitors make it impossible for many of them to enter.

4. In their reports on student government, guidance in time-budgeting and required participation in extra-curricular activities, the private schools excel the public schools.

5. More public schools seem to have a policy of restriction on participation in extra-curricular activities which is favorable to college success, namely, restriction on the basis of activity points. Only five-ninths of the private schools answering this question reply affirmatively, while over two-thirds of the public schools reply in the affirmative.

6. The laissez-faire policy of the public school, noteworthy in the results of this survey in contrast to the close supervision of the private school, teaches the independence of thought and action which is so necessary to college life. This may account for the assertion

that public school graduates are slightly more easily acclimated to the college situation, and that the data on freshman honor lists are slightly in favor of public high school products.

7. There is practically no difference between preparation in the private school and that in the public school, quantitatively speaking in terms of the questionnaire results, in the teaching of scientific methods of study.

8. Data from the colleges mentioned in this chapter combined with the information provided by this survey suggest the conclusion that public school pupils must be, on the whole, of exceptional ability in order to compete successfully with private school applicants, because of the latter's comparatively intensive preparation for the examinations; that they must, indeed, be better college material, as a group, than the private school candidates. And at the same time these data indicate preparation for college success on the part of public high schools which is equal to if not better than that provided by the private institutions.

CONTAINING THE DOCUMENTATION

CONCLUSIONS AND RECOMMENDATIONS

1. The level of attainment of the subjects offered for admission is generally satisfactory, but the present satisfactory condition is to be perfected, or are there yet fundamental changes to be made?

2. In what manner are the subjects offered for admission to be improved?

3. The subjects offered for admission are of a high standard of attainment, and are being permitted in their own right to the extent of their scholastic ability and achievement in college courses.

4. The subjects offered for admission are of a high standard of attainment, and are being permitted in their own right to the extent of their scholastic ability and achievement in college courses.

... ..

... ..
... ..
... .. CONCLUSIONS AND RECOMMENDATIONS

... ..
... ..
... .. prevent : With the data at hand, it is possible to answer the questions which were postulated at the first of this study, namely:

1. What is the trend of entrance requirements?
2. Has the present selective machinery only to be perfected, or are there yet fundamental changes to be made?
3. Do candidates have an equal chance for admission?
4. If not, what flaws in the system prevent it?
5. What obstacles lie in the way of improvement of the system?
6. What improvements does this research suggest?

1- Entrance requirements are becoming more flexible in acceptance of subjects offered for admission, are approaching uniformity in their use of standard examinations, and are becoming personalized in their recognition of factors other than scholastic ability and achievement as essential to college success.

2- The flaws in the entrance machinery have been found to be functional, not inherent in the criteria chosen as a basis for selection. If these criteria were permitted to operate ideally, their adequacy could not be

contested, for they would provide a complete picture of the candidate in question.

3- Candidates under past and present conditions studied have not enjoyed equal opportunity for admission.

4- The flaws in the selective system which prevent candidates from having an equal chance for admission are:

a) the possibility of "cramming" for the examinations.

b) the lack of adequate knowledge by the colleges as to the standards of contributory schools.

c) the lack of a standard terminology or personality rating scale for use by those recommending candidates.

d) the fact that pupils are permitted to choose those who recommend them, putting the teachers' judgments on the basis of compliment rather than on impartiality and consideration of their desirability as college material.

5- The obstacles which lie in the way of improvement of the system are:

a) the variability in types and quality of preparation for the entrance examinations by the secondary schools: the fact that public schools

equal or excel the private schools in preparation for college success, but that the latter far outstrip the former in preparation for the Board examinations.

b) lack of cooperation on the part of parents and teachers with the college officials: the fact that these two parties combine efforts to push unwilling or incapable and generally unworthy students into selective colleges.

c) the tendency of colleges to discard the entrance examinations for more uncertain methods of selection.

6- Improvements in the entrance requirement situation suggested by this study are:

a) an intimate and continuous study by the colleges of candidate-submitting schools through a direct investigation of the schools themselves and through observation of the general quality of student material and eliminating the industries suffered by victims of war and their unfortunate associates. Perhaps the low proportion of public school graduates represented on Vassar's freshman honor list may be explained in part by the fact that Vassar attempts to draw her students from schools new to her as well as from old acquaintances.

b) a certain amount of uniformity in

preparation on the secondary school level, culminating in examinations similar to the New York Regents' examinations, whose results may be readily interpreted in terms of the standards of the College Board.

c) scientific methods of determining the personal qualities of the candidate relative to her desirability as student material.

d) sincere and intelligent cooperation on the part of the secondary school teachers in joining with the college officials in their efforts to select the best available student material.

e) parent education, effected largely by the secondary school teachers, relieving the demand on selective colleges by second-rate student material, and eliminating the great injustice suffered by victims of parental ambition and their unfortunate associates.

While the approach toward changes in entrance requirements should be marked by accuracy and reserved judgment, may progress in this direction be accelerated by the knowledge that yearly an injustice is being committed against an unknown number of rejected students.

The ideal to be striven for by every institution should be to make its decisions and requirements so fair and so accurate that a student accepts his inability to obtain admission in a sense of self-discovery. The college should use every effort to explain to him the reasons for the refusal and to give him constructive advice to guide him toward a right course of future action.¹

¹H.A.Kurani, op.cit., p.38.

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

BIBLIOGRAPHY

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

THE UNIVERSITY OF CHICAGO PRESS

BIBLIOGRAPHY

BOOKS

- Broome, E.C. A Historical and Critical Discussion of Admission Requirements. Chicago: The MacMillan Co., 1902.
- Drake, C.A. A Study of an Interest Test and an Affectivity Test in Forecasting Freshman Success in College. Contribution to Education, No. 505. New York: Columbia University Press, 1931.
- Eliot, C.W. Educational Reform. New York: The Century Co., 1898.
- Henderson, J.L. Admission to College by Certificate. Contribution to Education, No. 50. New York: Columbia University Press, 1912.
- Hudelson, Earl. Problems of College Education. Minneapolis: University of Minnesota Press, 1928.
- Hull, Clark H. Aptitude Testing. New York: World Book Co., 1928.
- Kurani, H.A. Selecting the College Student in America. Contribution to Education, No. 503. New York: Columbia University Press, 1931.
- Lindsay, E.E., Holland, E.O. College and University Administration. New York: The MacMillan Co., 1930.
- Little, C.C. The Awakening College. New York: W.W. Norton and Co., 1930.
- MacPhail, A.H. Intelligence of College Students. Baltimore: Warwick and York, 1924. *North So. 1: 16-22, June, 1932.*
- Omwake, M.L. A Study of Some Factors in College Success. Unpublished thesis, George Washington University, 1929.
- Pope, R.V. Factors Affecting the Elimination of Women Students from Selected Coeducational Colleges of Liberal Arts. Contribution to Education, No. 485. New York: Columbia University Press, 1931.

Potthoff, E.F. A Statistical and Analytical Study of Selective Admission of College Students. Unpublished thesis, University of Chicago, 1928.

The Work of the College Entrance Examination Board, 1901-25. New York: Ginn and Co., 1926.

Thwing, C.F. A History of Higher Education in America. New York: D. Appleton and Co., 1906.

Whitman, A.D. The Value of the Examinations of the College Entrance Examination Board as Predictions of Success in College. New York: Columbia University Press, 1926.

PERIODICAL LITERATURE

Annual Report of the Secretary. New York: Published by the College Entrance Examination Board, Twenty-ninth, 1930. Thirtieth, 1931.

Butler, Gurdon Montague. "Grave Educational Problem and a Suggested Solution." School and Society XXXIII:149-60, January 31, 1931.

Crawford, A.B. "Forecasting Freshman Achievement." School and Society XXXI:125-32, January 25, 1930.

Crawford, A.B., Burnham, P.S. "Entrance Examination and College Achievement." School and Society XXXVI:344-52, September 10, 1932; XXXVI:378-84, September 17, 1932.

Douglass, H.R. "Selecting Good College Risks." School and Society XXXV:140-47, January 30, 1932.

Edmonson, J.B. "The Newest Crisis in Education." North Central Association Quarterly VII No.1:16-22, June, 1932.

"Experimental Entrance Program at the University of Southern California." Editorial. School and Society XXXIV:222-23, August 15, 1931.

Freeman, F.S. "Elusive Factors Tending to Reduce Correlations between Intelligence Test Ranks and College Grades." School and Society XXIX:784-86, June 15, 1929.

- Jessen, C.A. "Secondary Education." Biennial Survey of Education, 1928-30. Washington: U.S. Gov't. Printing Office, 1930.
- Kellogg, C.E. "Relative Values of Intelligence Tests and Matriculation Examinations as Means of Estimating Probable Success in College." School and Society XXX: 893-96, December 28, 1929.
- Kingsley, C.D. "College Entrance Requirements." U.S. Bureau of Education Bulletin No. 7. Washington: U.S. Gov't. Printing Office, 1913.
- Klein, A.J. "Higher Education." Biennial Survey of Education, 1926-28. Washington: U.S. Gov't. Printing Office, 1930.
- McKown, H.C. "The Trend of College Entrance Requirements, 1913-22." U.S. Bureau of Education Bulletin No. 35. Washington: U.S. Gov't. Printing Office, 1925.
- Sandison, Helen. "What Should Be the Determining Factors in Requirements for Admission to College Examinations." National Education Association Addresses and Proceedings, 1926. 427-30.
- Slater, W.E. "Choosing College Entrants." School and Society XXXV: 764-65, June 4, 1932.
- "Smith Looks at Some Freshmen." Editorial. Survey LXV: 672-73.
- Thorndike, E.L. "The Future of the College Entrance Examination Board." Educational Review XXXI: 470ff., 1906.
- Vogt, P.L. "Why Students Fail." School and Society XXX: 847-48, December 21, 1929.
- Wyler, K. "Home from College." Forum LXXXVII: 380-82, June, 1932.

COLLEGE CATALOGUES

- Barnard College Catalogue, 1932-33.
- Bryn Mawr College Calendar, 1932.

Bulletin of Smith College, Catalogue Issue, January, 1932.

Bulletin of Vassar College, The Catalogue Number, 1931-32.

Mount Holyoke College Catalogue, 1931-32.

Radcliffe College Catalogue, 1931-32.

Wellesley College Bulletin, Calendar Number, 1931-32.

INTERVIEW AND LETTERS

MacCracken, H.N., President of Vassar College. Interview in Indianapolis, March 16, 1933.

Allyn, Harriett M., Academic Dean, Mount Holyoke. Letter of November 22, 1932.

A Secondary School Principal. Letter of January 10, 1933.

Bradford, Elizabeth, Secretary on Admission, Barnard College. Letter of January 23, 1933.

Gould, Miriam C., Director of Personnel Research Bureau, Vassar College. Letter of December 2, 1932.

Libby, Mary V., Secretary to the Committee on Admission, Barnard College. Letters of October 28, 1932, November 16, 1932.

Newhall, Harriet, Executive Secretary to the Board of Admission, Mount Holyoke College. Letter of August 10, 1932.

Ramsey, Christine, Assistant Secretary to Committee on Admission, Vassar College. Letter of August 4, 1932.

Wellington, Anne, Secretary to Board of Admission, Wellesley College. Letter of July 22, 1932.