

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Freston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann

ADMINISTRATIVE COUNCIL

Meeting: Tuesday, January 4, 1955

DECISIONS:

1. College Catalogue - A list of degrees awarded will not be a part of the College Catalogue.
2. Traffic Regulation - The recommendation of the College Traffic Committee of December 15, 1954 for a Faculty Appeals Procedure approved:
 - a. A sub-committee of the College Traffic Committee will handle all faculty appeals.
 - b. Second appeals, if made by faculty members, will be made to the College Traffic Committee.
 - c. Deans of the various schools and separate department heads will have no appeal authority and will not handle faculty traffic appeals.

REMINDERS:

1. Each dean is requested to acquaint Mr. L. L. Ray with the budget requests and needs of his school before Friday, January 7, 1955.

NEXT MEETING:

Friday, January 7, 1955

Chancellor's Office - 10:00 A.M.

AGENDA:

1. Budget requests.

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Attached is a copy of the study made by Dr. Roy N. Anderson of retarded freshmen. You will recall that during the discussion on enrollment problems Dr. Bostian requested that we furnish each member of the Council a copy of this study.

James J. Stewart, Jr., Secy.
Administrative Council

C
D
P
Y

January 4, 1955

TO: Dean J. J. Stewart, Jr.

FROM: Dr. Roy N. Anderson

Report on students enrolled in non-college credit courses,
Fall Semester, 1954:

English	392
Plane Geometry	134
Review Algebra	268
Review Algebra & Solid Geometry	158
Solid Geometry with College Alg. 101	245

The latter group made high enough scores on the math and algebra tests to place them in the regular college course, but they were deficient in solid geometry. This term the Math Department used as its cutting line 3.5 for review algebra. In other words, students who scored in deciles 1, 2, 3 and the lower half of decile 4 placed in review algebra. Students who scored in the upper half of decile 4 were scheduled in regular college math courses. Some of the 134 students enrolled in plane geometry probably scored above 3.5 and therefore, are eligible to enroll in college math courses as soon as they have removed their high school deficiency.

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

OFFICE OF DIRECTOR OF STUDENT PERSONNEL

January 4, 1955

TO: Dean J. J. Stewart, Jr.
FROM: Roy N. Anderson

You asked me to prepare a report on students who were enrolled in non-college credit courses. The data provided in this report are based upon the students who entered N. C. State College in the Fall of 1948 and who have been followed up as to their academic success or failure. This is not a true picture of all the non-college credit courses because the report does not contain information about students who were deficient in Plane Geometry and Solid Geometry.

Students who entered in the Fall of 1948 and who made scores in the English Tests in Deciles 1-3 inclusive were scheduled to take English 0 and students who made scores on the Mathematics and Algebra Tests in Deciles 1-4 inclusive were scheduled for Review Algebra. There might have been a few exceptional cases in scheduling.

The data are presented on the attached sheet. Table I shows the data for students who made low decile scores on the English Test and Table II shows the data for students who made low decile scores on the Mathematics and Algebra Tests. It must be kept in mind that these are discrete groups. For example, a student might place in the 4th decile on the Mathematics Tests and in the 6th decile on the English Tests. On the other hand, another student might place in the 1st decile on the Mathematics Tests and the 1st decile on the English Tests.

The data have been classified according to school, time of leaving school, below or above C average at time of leaving, their status in the Spring Quarter of 1952, and those who withdrew immediately with no grades.

For example, Table I might be interpreted as follows for the School of Agriculture (which, at that time, included Forestry). There were 207 freshmen who enrolled in the School of Agriculture in the Fall of 1948. Of this group, 70 (33.81%) made scores on the English Tests in deciles 1-3. What was the academic fate of these 70 students? Forty-three (column 8) or 61.42% (column 9) withdrew as follows: 20 first year, 16 second year, 5 third year, and 2 the fourth year. At the time of withdrawal, 40 (column 10) had below a C average and 3 (column 11) above a C average. There were 24 (column 16) students or 34.28% still in school during the Spring Quarter of 1952. Of the group, 13 (column 12) were slated for graduation in June of 1952 or the normal four-year period. There were 11 students (column 14) who were in school but not ready to graduate in June, 1952. Similar interpretations might be drawn for the other schools and from Table II.

THE ACADEMIC FATE OF THE FRESHMEN,
WHO PLACED IN DECILES 1-3 INCLUSIVE ON THE ENGLISH TESTS AND DECILES 1-4 ON THE MATHEMATICS & ALGEBRA TESTS,
ENTERING N. C. STATE COLLEGE FALL OF 1948

TABLE I
Decile Scores 1-3 on English Tests

School	No. of Fr.	No. in low Deciles	Percent	Left school during or at end of 1-4 yrs.						Avg. grades all subjects at w/d		Grad. or to be grad. (in school spg. qtr., '52)				Withdrew Timed.			
				1st	2nd	3rd	4th	Total	Percent	Below C	Above C	Grad. June	5th yr. Design	Over 4 yrs. to Grad.	Work Compl.	Total	Percent	No Grades	Percent
Agri.	207	70	33.81	20	16	5	2	43	61.42	40	3	13	-	11	-	24	34.28	3	4.29
Design	52	12	23.07	4	6	-	-	10	83.33	9	1	-	-	2	-	2	16.67	-	-
Educa.	90	42	46.66	11	8	4	-	23	54.76	20	3	7	-	9	2	18	42.86	1	2.38
Engr.	450	124	27.55	40	41	10	-	91	73.39	87	4	15	-	17	-	32	25.81	1	.80
Tex.	154	37	19.48 24.03	16	8	1	1	26	70.27	23	3	3	-	6	1	10	27.03	1	2.70
Totals	953	285	29.99	91	79	20	3	193	67.72	179	14	38	-	45	3	86	30.18	6	2.10

TABLE II
Decile Scores 1-4 on Mathematics and Algebra Tests

Agri.	207	114	55.07	33	29	8	3	73	64.04	57	16	16	-	14	6	36	31.58	5	4.38
Design	52	12	23.08	4	4	1	0	9	75.00	8	1	1	-	2	-	3	25.00	-	-
Educa.	90	60	66.67	15	16	4	1	36	60.00	31	5	8	-	12	2	22	36.67	2	3.33
Engr.	450	127	28.22	49	40	11	4	104	81.89	94	10	10	1	10	-	21	16.54	2	1.57
Tex.	154	65	42.21	25	10	5	1	41	63.08	34	7	5	-	12	5	22	33.85	2	3.07
Totals	953	378	39.66	126	99	29	9	263	69.58	224	39	40	1	50	13	104	27.51	11	2.91
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Chancellor Carey H. Bostian ✓
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Mr. J. G. Vann

ADMINISTRATIVE COUNCIL

Meeting: Friday, January 7, 1955

DECISIONS: -

REMINDERS:

1. Each school is requested to analyze the budget for the biennium 1955-1957 to determine the effect on its operations.

NEXT MEETING:

Tuesday, January 11, 1955

Chancellor's Office - 3:00 P.M.

AGENDA:

1. Budget problems.
2. Proposed new design for State College diplomas.
3. Policy on the protection of teachers from losses due to liability for accidents which might occur in laboratories or while driving state-owned automobiles.
4. Possibilities of providing the Admissions Office with adequate information on prospective students, both in-state and out-of-state.

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ADMINISTRATIVE COUNCIL

Meeting: Tuesday, January 11, 1955

DECISIONS

1. Recommendations of the College Extension Committee reference proper approval of courses offered by the Extension Division approved. (Copy of these recommendations is attached.)

REMINDERS:

1. Mr. Vann will request from the Attorney General an opinion as to what liability a professor has for accidents in class rooms, laboratories, shops or on field trips.
2. All deans should see that all staff members who drive state-owned cars are informed that they are personally liable in the event of an accident.
3. Chancellor Bostian will write a letter to the State College representatives on the Joint University-State Department of Education Committee requesting them to consider the desirability of a uniform system for evaluating records of applicants for admission to units of the University.

NEXT MEETING:

Tuesday, January 18, 1955

Chancellor's Office - 1:30 P.M.

AGENDA:

1. Proposed new design for State College diplomas. (Carried over from last meeting.)
2. Policy on teaching load for department heads.
3. Criteria for recommending promotion of staff members.
4. Criteria for recommending merit increments.

The third meeting of the College Extension Committee was held at four o'clock on January 6, 1955, in Tompkins Hall. The following members were present:

Moffie
Preston
Hamby
Cussow
Hansen
Ruggles
McCullough

The meeting opened with Chairman Moffie's reading to the group a letter (see attached copy) from Mr. Stewart requesting, for the Administrative Council, clarification of the motion regarding approval of Extension courses passed at our last meeting. Discussion at this third meeting centered around the topic of that letter. In concert, the committee arrived at the following three-part recommendation.

We recommend:

1. That any courses now offered by Extension be implemented through department heads, and that it be the responsibility of the department head to inform his dean of any such courses.
2. That if any new courses are to be offered by Extension, these courses also be implemented through the department head and existing channels for approval in that department and school.
3. That these recommendations apply to college credit courses offered by correspondence or extension class and to non-credit courses offered through schools.

Mr. Hamby moved, at the end of the discussion, that the recommendation be adopted as stated above; Mr. Preston seconded. The motion was passed unanimously by the committee.

The meeting was adjourned at 4:50.

Respectfully submitted,

/s/ John McCullough

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Dean H. L. Kamphoefner
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Dean J. H. Lampe

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Dean J. W. Shirley
Dean M. E. Campbell
Dean D. E. Anderson
Mr. J. Graves Vann

ADMINISTRATIVE COUNCIL

Meeting: January 18, 1955

DECISIONS:

1. New design for college diplomas, suggested by Dean Kamphoefner, approved with modifications.

REMINDERS:

1. Chancellor Bostian will discuss teaching fellowships with Dr. James H. Purks, Vice-President and Provost of the Consolidated University of North Carolina, and will seek information as to how stipends for teaching fellowships were increased at the University unit at Chapel Hill.
2. Mr. Vann, Business Manager, will furnish each dean with a copy of his analysis of the proposed budget for 1955-57 biennial.
3. Mr. Stewart will seek to determine student reaction to a proposal to have only one exercise on Commencement Day.
4. All deans should have recommendations for promotion to Chancellor Bostian by April 10th.

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NEXT MEETING:

Tuesday, January 25, 1955

Chancellor's Office - 3:00 P.M.

AGENDA:

1. Proposed curriculum for Park Administration - School of Education.
2. Summer School teaching load and salary scale.
3. Plans for Commencement Exercise.
4. Policy on teaching load for department heads.
5. Criteria for recommending promotion of staff members.
6. Criteria for recommending merit increments.

Chancellor Carey H. Bostian ✓
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Mr. J. Graves Vann

ADMINISTRATIVE COUNCIL

Meeting: January 25, 1955

DECISIONS:

1. COLLEGE DIPLOMAS - new design for College Diploma, recommended by Dean Kamphoefner, approved.
2. SUMMER SCHOOL:
 - a. Teachers' salary scale for Summer Session 1955 will be: \$900; \$1050; \$1200; \$1350, if income from Summer School tuition provides the necessary revenue.
 - b. Teaching load: 15 contact hours; 2/3 credit for laboratory; full credit for lecture.
 - c. Minimum class size will be eight (8) students.
 - d. Deviations from this salary scale, teaching load and class size must be approved by the Administrative Council.
 - e. Entering freshmen will be admitted. Placement tests will be given.
3. CURRICULUM FOR PARK ADMINISTRATION - proposed by the School of Education as an option in Rural and Industrial Recreation approved in principle, with further study of specific courses to be made by Dean Kirkland.

REMINDERS:

1. Chancellor Bostian will propose to the Executive Committee of the Board of Trustees on February 8th that this institution be officially named North Carolina State College.
2. All deans are requested to attend budget hearings on February 8th, at 2:00 o'clock.

NEXT MEETING:

Thursday, February 3, 1955

Chancellor's Office - 11:00 A.M.

AGENDA:

1. Plans for Commencement Exercise.
2. Recommendation from the School of Engineering that the annual industrial inspection trip no longer be a requirement for a Bachelors degree in Engineering.
3. Report from Mr. Vann, Business Manager, on what liability a professor has for accidents in class rooms, laboratories, shops or on field trips.
4. Policy on teaching load for department heads. (If time permits.)
5. Criteria for recommending promotion of staff members. " " "
6. Criteria for recommending merit increments. " " "

ADMINISTRATIVE COUNCIL
Agenda for Thursday
February 3, 1955
11:00 a.m.

- I. Plans for Commencement Exercise

2. Recommendation from the School of Engineering that the annual industrial inspection trip no longer be a requirement for a Bachelor's degree in Engineering.

3. Report from Mr. Vann on what liability a professor has for accidents in classrooms, laboratories, shops or on field trips.

4. Policy on teaching load for department heads

5. Criteria for recommending promotion of staff members.

6. Criteria for recommending merit increments.

North Carolina  State College

Raleigh, N. C.

SCHOOL OF EDUCATION

February 2, 1955

J. BRYANT KIRKLAND, DEAN

To: Members of the Administrative Council
From: J. Bryant Kirkland, Dean, School of Education
Re: Program for Training Park Administrators

At the last meeting of the Administrative Council the members approved in principle a new program in the Department of Industrial and Rural Recreation for the training of Park Administrators. Copies of the proposed program were distributed to the members of the Council on January 18. If you, the curriculum committee of your school or the heads of the departments in which course offerings are involved have any suggestions to offer for improving the proposed curriculum in Park Administration, please submit such suggestions before Friday, February 11. You will recall that this curriculum is an option in the Department of Industrial and Rural Recreation which is designed primarily to train personnel for state and municipal park directors in North Carolina. We hope to initiate this new program in the fall of 1955.

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Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: February 3, 1955

DECISIONS:

1. STUDENT FEES - Pending final policy, a student within six (6) credit hours of graduation may register for one semester in his school, abiding by the same rules and paying the same fees as now established for Unclassified Students. The dean of his school will certify to the Business Office as to credit hours, and living arrangements must be approved by the Office of Student Affairs.
2. SCHOOL OF ENGINEERING - FIELD TRIPS: The annual inspection trip will no longer be a requirement for a Bachelors degree. Field trips may be required as a part of any course.

REMINDERS:

1. Chancellor Bostian will discuss with university officials the problem of staff and faculty retirements, as they may be affected by pending Social Security legislation.

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NEXT MEETING:

Thursday, February 17, 1955
Chancellor's Office - 2:30 P.M.

AGENDA:

1. Plans for Commencement Exercise.
2. Criteria for recommending promotion of staff members.
3. Criteria for recommending merit increments.

At 4 P. M. on February 10, 1955, the College Extension Committee held a joint meeting with the Admissions Committee in Tompkins Hall. Present were the following: Adams, Anderson, Hart, Kamphoefner, Kirkland, Scofield, Shirley, Hamby, Gussow, Leonard, Preston, and McCullough. McCullough served as chairman of the joint session.

The purpose of this joint meeting was to clarify the listing of courses for the new Extension Division Catalogue, and this matter occupied the whole meeting. Dean Shirley presented to the group the plan worked out and adopted tentatively by the Administrative Board of the School of General Studies for the listing of courses and subsequent registration of students.

In essence, the plan is as follows:

1. Courses already revised to the semester system will be entered in the catalogue for immediate registration; term courses which they replace will not be entered.
2. Courses not yet revised to the semester system will be double listed; the present term course will be listed, and registration may be made in it until September 1, 1955. The replacement semester course will also be listed as available on September 1, 1955.
3. After September 1, 1955, no registration will be permitted in term courses, though students already enrolled in them will be permitted to finish the courses rostered.
4. Following this initial review and rewriting to the semester system, there will be a review and revision of each correspondence course every three years.
5. Deadline for submission of catalogue materials (including title and description of courses to be rewritten) will be March 15, 1955.

This entire plan was generally approved by members of both committees and is recommended as a college policy.

Respectfully submitted,

/s/ John McCullough, Secretary
College Extension Committee

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Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: February 17, 1955

DECISIONS:

1. CATALOG STATEMENT FOR WESTERN CAROLINA COLLEGE: The following statement is approved for use in the catalog of Western Carolina College in connection with curriculums agreed to by the School of Agriculture and the School of Engineering at North Carolina State College:

"Students completing this curriculum may transfer to North Carolina State College in the Schools (Agriculture, Engineering) provided an overall C average is attained. Transfer credit is allowed only for those courses in which a grade of C or better is made. The course work in this curriculum is designed to provide the maximum possible transfer credit toward satisfaction of required courses in (General Agriculture, Engineering) curriculum (s) at North Carolina State College."

2. PHYSICAL EDUCATION COURSES - SCHOOL OF GENERAL STUDIES: Recommendation of the School of General Studies that Physical Education Courses P. E. 303 and P. E. 304 be included in their curriculum as electives for seniors approved.
3. EXTENSION COURSES: Policy concerning Extension Course lists recommended by the College Extension Committee approved. See attached statement.
4. COMMENCEMENT EXERCISES: Recommendations of Senior Class Officers and Faculty Senate for Commencement Exercises June 1955 approved with the exception of the change in date. Commencement date will remain as set for June 5th.

REMINDERS:

1. All deans are invited to attend the hearings on the Report of the Higher Education Commission on Wednesday, February 23rd at 9:30 A. M. in the Highway Building Auditorium.

NEXT MEETING:

Tuesday, February 22, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Criteria for recommending promotion of staff members.
2. Criteria for recommending merit increments.

At 4 P. M. on February 10, 1955, the College Extension Committee held a joint meeting with the Admissions Committee in Tompkins Hall. Present were the following: Adams, Anderson, Hart, Kamphoefner, Kirkland, Scofield, Shirley, Hamby, Gussow, Leonard, Preston, and McCullough. McCullough served as chairman of the joint session.

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Respectfully submitted,

/s/ John McCullough, Secretary
College Extension Committee

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Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: February 22, 1955

DECISIONS:

1. COMMENCEMENT EXERCISES - The date for Commencement Exercises 1955 changed from June 5th to May 29th. Examinations will be optional for all graduating seniors in those courses in which they have a passing grade. Examinations will be scheduled and be required for all graduating seniors in those courses in which they do not have a passing grade.
2. FACULTY - TERMINATION OF YEAR'S WORK - The date on which faculty members will complete their work for the academic year will be determined by the dean of the school concerned.

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NEXT MEETING:

Tuesday, March 1, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Criteria for recommending promotion of staff members.
2. Criteria for recommending merit increments.

Chancellor Carey H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
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Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: March 1, 1955

DECISIONS: -----

REMINDERS:

1. New college library dedication scheduled for Saturday, March 12th, at 8:00 P.M.
2. Mr. Stewart will request information from University officials, regarding Trustee regulations and University policy on residence requirements for graduate students who are candidates for degrees.
3. All deans should have recommendations for promotions to Chancellor Bostian by April 10th.
4. Dean Shirley and Dean Kirkland will consider courses to be offered during summer session by their schools and will submit their approved lists by March 8th.

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NEXT MEETING:

Tuesday, March 8, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Criteria for recommending promotion of staff members.
2. Discussion of future objectives for North Carolina State College.

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: March 8, 1955

DECISION:

1. PROMOTIONS - Recommendations for staff and faculty promotions will be made in the same manner as last year, using the prescribed University form. Some criteria which should be considered are:
 1. Excellence of teaching
 2. Professional contribution to knowledge
 3. Leadership in college activities
 4. Leadership in outside professional activities
 5. Dependability as a staff member
 6. Good judgment in relations with students
 7. Neatness of dress and appearance
 8. Intellectual curiosity

REMINDER:

1. Recommendations for promotions are due in Chancellor Bostian's office by April 10th.

NEXT MEETING:

Tuesday, March 15, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Planning Session

Meeting One: Future Enrollments and Services, 1955-1970, for optimum effectiveness of North Carolina State College.

Chancellor Bostian will discuss with the group his ideas for the over-all development of State College, during the critical years ahead.

In subsequent meetings each dean will be asked to present to the group for their consideration his long-range plans for development of his own area. Later meetings will be devoted to problems of utilization of staff and facilities in implementing the planned programs for development.

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ADMINISTRATIVE COUNCIL

Meeting: March 15, 1955

DECISIONS:

1. COMMENCEMENT EXERCISES: Commencement plans, as presented individually to each dean by Mr. Talley, approved. Each school is to arrange its own program for diploma presentation.
2. AUTOMOBILES - The Council endorsed a recommendation made by the University Conference that some form of restriction on student-owned automobiles at State College and at Chapel Hill be recommended to University authorities.

REMINDERS:

NEXT MEETING:

Tuesday, March 22, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Planning Session

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Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: March 22, 1955

DECISIONS: _____

REMINDEES: _____

* * * * *

NEXT MEETING:

Tuesday, March 29, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

PLANNING SESSION - Topic, "Admissions Policies and Program for
School Year 1955-56".

Chancellor Carey H. Bostian
Dean D. W. Colvard
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Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: March 29, 1955

DECISION:

1. PREADMISSION, EXAMINATION AND COUNSELING PLAN - Plan for pre-entrance assemblies and examinations for all North Carolina students who plan to enter North Carolina State College in September, 1955, approved.
(Each dean has been furnished a copy of this plan.)

REMINDERS:

1. Mr. K. D. Raab, of the Admissions Office, will contact each dean and discuss with him proposed news releases, letters to applicants and high school principals, regarding the above plan.
2. Mr. K. D. Raab, of the Admissions Office, will contact Dr. Charles F. Carroll, State Superintendent of Public Instruction, and explain the pre-entrance assembly and examination plan to him.

* * * * *

NEXT MEETING:

Tuesday, April 5, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

1. Consideration of letters and news releases pertaining to pre-entrance assembly and examination plan.
2. PLANNING SESSION - Future plans and objectives of the School of Agriculture at North Carolina State College.
Dr. D. W. Colvard, Dean
School of Agriculture

March 29, 1955

A Proposed Plan of Pre-entrance Assemblies For All North Carolina Students Who Plan to Enter North Carolina State College in September, 1955.

Purposes:

1. To give the English and Mathematics Examinations well in advance of summer school so that prospective students might have an opportunity to remedy obvious weaknesses.
2. To reduce sectioning problems as much as possible for the English and Mathematics Departments.
3. To reduce the time spent on freshman orientation and to relieve incoming freshmen of part of the strain often connected with the orientation program.
4. To give prospective students a chance to learn more of the opportunities at State College

Proposed Plan:

1. Using various media of communication, notify all students who have applied for admission and all who plan to apply for admission to report to various area centers throughout the state.
 - (a) Each student who has applied for admission would be notified. The press throughout the state and each high school principal would also be notified in order to reach those considering N. C. State College, but who have not sent in their applications.
 - (b) The area examinations would be given in Asheville, Charlotte, Winston-Salem, Raleigh, Lumberton or Wilmington, Washington or Edenton.
 - (c) The date would be on a Saturday--either April 30 or May 7 and preferably the former.
 - (d) Students who were finalists in the Talent for Service Scholarships would be exempt.
- II. It is proposed that these examinations be given as follows:
 - (a) Assembly at 10:30
 1. Public School cafeterias would be a good testing location.
 - (b) Mathematics examination - 80 minutes, 10:45 - 12:05
 - (c) Lunch 12:10 - 1:45
 - (d) Assembly at 1:45
 - (e) Thirty minute discussion of N. C. State College by a faculty member 1:45 - 2:15
 - (f) English Examination - 120 minutes, 2:15 - 4:15
 1. This would include the reading test as well as mechanics and spelling.

- (g) 4:20 adjourn.
- (h) All examinations would be given by members of the staff.

This would also apply to the 30 minute discussion.

This schedule is recommended in order to reduce travel time and ease tension for students and faculty as well.

III. Follow-up Procedure:

- (a) Grade these examinations and notify the students of the results as soon as possible.
- (b) Using carefully worded form letters give the student the advice necessary in view of his test scores.
 1. Extremely poor in high school record and test score.
 2. Good in Mathematics and poor in English.
 3. Good in English and poor in Mathematics.
 4. Good in both English and Mathematics.

IV. Reduce the fall orientation period for these students and require all others to take these same examinations as a part of the orientation program.

V. If sufficient number of prospective students take these examinations it may be possible to reduce substantially the non-credit Mathematics and English sections.

VI. In order to have an adequate supply of tests we would need some 1500 copies of the English and Mathematics examinations. These, with answer sheets, would cost \$615.00.

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: April 5, 1955

DECISIONS: -----

REMINDERS:

1. Each dean will, as soon as possible, furnish Chancellor Bostian with his estimate of the effects on enrollment in his school of a raise of approximately \$150 - 200 in tuition per year for out-of-state students.

* * * * *

NEXT MEETING:

Tuesday, April 12, 1955

Chancellor's Office - 2:30 P.M.

AGENDA:

PLANNING SESSION - Future plans and objectives of the School of Design at North Carolina State College.

H. L. Kamphoefner, Dean
School of Design

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh
April 6, 1955

OFFICE OF THE CHANCELLOR

Dr. Coleman M. Whitlock
201 Welch Dormitory
Box 3249
State College Station
Raleigh, North Carolina

Dear Dr. Whitlock:

Yesterday our Administrative Council considered the suggestion you made that State College send a proposal to Admiral Byrd for participating in his next expedition.

It was unanimously agreed that it is improper for us to make such a proposal, but that we would be pleased to consider a request from Admiral Byrd to be of assistance to him. It is not considered proper and ethical for colleges to solicit participation in such endeavors.

If you think that Admiral Byrd will give consideration to a proposal which you might send to him, we have no objections to your doing that.

There is no doubt but that participation by members of our staff would bring us much prestige.

Sincerely yours,

Carey H. Bostian
Chancellor

CHB:cw

cc: Mr. Gordon Gray
Chancellor Robert B. House

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: April 12, 1955

DECISIONS: -----

REMINDERS: -----

* * * * *

NEXT MEETING:

Tuesday, April 19, 1955

Williams Hall (McKimmon Room) - immediately following
Development Council Meeting

AGENDA: -----

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: April 19, 1955

DECISION:

1. HONORARY DEGREE - New design for honorary degree and citation, recommended by Dean Kamphoefner, approved.

REMINDER: ---

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NEXT MEETING:

Tuesday, April 26, 1955

Chancellor's Office: 2:30 P.M.

AGENDA:

1. Planning Session - Future plans and objectives of the School of Education at North Carolina State College.

Dr. James B. Kirkland, Dean
School of Education

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: April 26, 1955

DECISION: --

REMINDER:

1. Each dean is reminded that a written summary of his report on future plans and objectives should be prepared for submission at a later date.

NEXT MEETING:

Tuesday, May 3, 1955

Chancellor's Office: 2:30 P.M.

AGENDA:

1. Consideration of proposed School of Education Course I.A.510, Advanced Industrial Arts Design. (Copies have been furnished all deans.)
2. Planning Session - Future plans and objectives of the School of Engineering at North Carolina State College.

Dr. J. H. Lampe, Dean
School of Engineering

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: May 3, 1955

DECISION:

1. SCHOOL OF EDUCATION COURSE I.A. 510 - School of Education Course I.A. 510 approved. Name of course will be changed to one agreed to by the Dean of the School of Education and the Dean of the School of Design.

REMINDER:

1. Each dean is reminded that a written summary of his report on future plans and objectives should be prepared for submission at a later date.

* * * * *

NEXT MEETING:

Tuesday, May 10, 1955

Chancellor's Office: 2:30 P.M.

AGENDA:

1. Planning Session - Future plans and objectives of the School of Forestry at North Carolina State College.
Dr. R. J. Preston, Dean
School of Forestry

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: May 10, 1955

DECISIONS:

1. TRAFFIC - Recommendation of the College Traffic Committee approved.
(See attached copy.)
2. COOPERATIVE PROGRAMS WITH OTHER COLLEGES - Cooperative and correlated programs with other colleges approved, provided courses of study are jointly arranged and approved by both institutions. Typical programs of this type are the 3-2 and 2-2 plans of study.

REMINDER:

1. Each dean is reminded that a written summary of his report on future plans and objectives should be prepared for submission at a later date.

* * * * *

NEXT MEETING:

Tuesday, May 17, 1955

Chancellor's Office: 2:30 p.m.

AGENDA:

1. Consideration of proposed School of Education Course: Education 510 - Advanced Driver Education. (Copies have been furnished all deans.)
2. Consideration of proposed School of General Studies Course: Sociology 505 - The Sociology of Rehabilitation. (Copies have been furnished all deans.)
3. Report of College Orientation Committee
Dr. Roy L. Lovvorn, Chairman

RECOMMENDATION TO THE CHANCELLOR
MAY 4, 1955

It is recommended that all student vehicles be prohibited from parking on the campus north of the Seaboard Railway between the hours of 7:30 a.m. and 5:30 p.m. on week days and from 7:30 a.m. until 12:00 noon on Saturdays with the exception of 10 minute spaces at the laundry and the student supply store.

It is further recommended that student vehicles be permitted the use of Pullen Road and Dan Allen Drive and certain streets where dormitory facilities are available on the northern part of the campus.

NORTH CAROLINA STATE COLLEGE

SCHOOL OF EDUCATION

SUMMER COURSES
IN
DRIVER EDUCATION



Scholarships Available

1955 SUMMER SESSION

June 14 - July 19

North Carolina State College, through a grant from the Allstate Foundation, is again offering a program of work in driver education for the 1955 summer session.

Driver Education

North Carolina must expand its high school driver education program, which at present is being conducted on a very limited basis, in order to meet the growing problem of teaching youth to assume the proper attitudes of a responsible driver. Teenagers fall within the highest accident group, and this problem should be attacked at its source.

More qualified personnel are needed to prepare high school students for safe driving on the highways. High school teachers must be ready to accept this responsibility and prepare themselves by learning the most effective methods of teaching driver education courses.

Scholarships

Twenty scholarships of \$150 each will be offered to teachers desiring to attend the summer courses in driver education. Tuition is not exempt. These scholarships have been made possible through the Allstate Foundation Grant to N. C. State College.

Scholarships are available in the following priority to:

1. Teachers whose school principal or Board of Education has approved the offering of a driver education course for the first time.
2. Teachers representing schools that are losing their driver training instructor and need a replacement.
3. Teachers from high schools that wish to improve or expand an existing training course.
4. Driver education teachers who desire graduate work in this field.

COURSES

Education 410—Driver Education.. 3 sem. hrs.

The principles of teaching the basic driving skills, including the new concept of defensive driving, observance and interpretation of motor vehicle laws, adverse driving conditions, handling of accident situations and care of the car.

Psychology 410—Psychology of Highway Safety 3 sem. hrs.

The psychological approach to highway accident prevention, including psycho-physical testing, socio-economic background, attitudes and personality adjustment, an evaluation of its effectiveness and its limitations. Designed to provide the teacher of driver education with basic knowledge which can be utilized in group instruction.

Education 510—Advanced Driver Education 3 sem. hrs.

The study of course content in present day driver education courses: Evaluation of research literature in driver education; a study of existing driver education programs at both secondary and college levels; and evaluation of psychological and educational research in accidents.

These courses may be taken for undergraduate, graduate or certificate credit.

**DEADLINE FOR SCHOLARSHIP
APPLICATION - MAY 15**

INSTRUCTOR



Mr. Stanley Abercrombie-

Mr. Abercrombie is Assistant Secretary of the National Commission on Safety Education in Washington, D. C. He received his B.A. in Education at Dartmouth College and his M.A. in Safety Education at the Center for Safety at New York University. Mr. Abercrombie has had experience as a research assistant at the Harvard Bureau for Street Traffic Research; Director of a Driver Clinic in Wichita; a teaching fellow at the Center for Safety; a Driver Education teacher; and since 1946, Assistant Secretary for the National Commission on Safety Education. In his present position he is primarily concerned with the administrative and instructional phases of traffic safety and other areas of safety education.

Each student receiving a scholarship will be required to take two of these courses of three semester hours each. This constitutes a full load in the summer session. Those students who have already received credit for two of these courses may take Ed. 510 and an additional course from some other Department on the campus such as Economics, Sociology, History, English, and Psychology. See your principal for the summer school bulletin from the School of Education or write the N. C. State College Registrar for the summer school schedule.

RESOURCE CONSULTANTS

Mr. Carlton Alexander, Director of Safety,
McLean Trucking Company

Mr. John Noe, Adviser in Safety Education,
N. C. Department of Public Instruction

Mr. James Civils, Chief, Driver Improvement
Division, N. C. Department of Motor Ve-
hicles

Mr. Tom Outlaw, Executive Director, N. C.
Motor Carriers Association

Major Charles Speed, Director, Highway
Safety Division, N. C. Department of Mo-
tor Vehicles.

Mr. George Maddrey, Associate Adviser of
Safety Education, N. C. Department of
Public Instruction

Mr. Carlton Fleetwood, Associate Adviser of
Safety Education, N. C. Department of
Public Instruction

NORTH CAROLINA STATE COLLEGE

SCHOOL OF EDUCATION

- Course Outline -

Education 510 - Advanced Driver Education

Education 510 - Advanced Driver Education

3 sem hrs.

Prerequisites: Education 410 or its equivalent.

This course is designed to equip traffic safety educators, supervisors, and administrators to meet more effectively the problems confronting them in their everyday activities in safety education. It provides a comprehensive presentation of teaching aids and materials available for enrichment of driver education, organized plans for correlating driver education with other school and community activities, an investigation of the relationship of psychology and sociology to driver education, and a comprehensive background for administering, supervising, and instructing in the field. It will be concerned with an analysis of course contents in safety education, existing programs in safety education and research in this field.

Instructor: Mr. Stanley Abercrombie

Education 510 - Advanced Driver Education

I. Comprehensive Programming for Traffic Safety:

- A. The Elements of Comprehensive Traffic Programs
- B. Traffic Safety Education
- C. Traffic Laws and Traffic Law Enforcement
- D. Pedestrian Safety
- E. Organization for Public Support
- F. The Coordinated Approach to Traffic Safety

II. Psychology in Traffic Safety:

- A. Perception and Driving
- B. The Role of Attitudes and Adjustment
- C. Problems in the Modification of Attitudes
- D. Applications of the Laws of Learning
- E. Implications for the Driver Educator

III. The Role of Enforcement in Traffic Safety:

- A. Functions of Enforcement
- B. The Enforcement Index
- C. Selective Enforcement
- D. Use of Accident Records
- E. The Courts and Traffic Law Enforcement
- F. Possibilities for Improvement

IV. Resources and Agencies in Traffic Safety Education:

- A. Official Public Agencies
- B. Quasi-Public Agencies
- C. Private Agencies
- D. Public Support Agencies

V. Insurance and Liability:

- A. Plans for Insuring the Vehicle and Its Contents
- B. Liability Insurance
- C. The Assigned Risk Plan
- D. Insurance Costs
- E. School Liability

VI. Measuring and Evaluating Results in Driver Education:

- A. Standards for State Programs
- B. Measuring Student Progress and Achievement
- C. Determining the Effects on Driver Performance
- D. Special Evaluative Projects
- E. Who Shall Evaluate?

VII. The Role of Public Relations:

- A. Present Public Interest in Driver Education
- B. School-Community Relations and Driver Education
- C. Developing Community Interest in Driver Education
- D. Maintaining Community Support

VIII. Driver Education for Adults:

- A. Early Developments in Adult Driver Education
- B. Organizing a Program
- C. Programs of Official Public Agencies
- D. Programs of Private Agencies
- E. The Future Development of Adult Driver Education

IX. Research in Driver Education:

- A. Nature of Completed Research
- B. Re-examining Research Objectives and Techniques
- C. Needed Research
- D. Utilization of Research Findings

X. The Future of Driver Education:

- A. Problems to be Solved
- B. New Adult Drivers
- C. Traffic Violators and Accident Repeaters
- D. Professional Drivers
- E. Opportunities for Qualified Instructors

Selected References:

- American Automobile Association, Sportsmanlike Driving (Third Edition).
Washington, D. C.: the Association, 1955. Pp xv + 480.
- Brody, Leon and Herbert J. Stack, Highway Safety and Driver Education.
New York: Prentice-Hall, Inc., 1954. Pp xvi + 464.
- Center for Safety Education, New York University, Man and the Motor Car
(Fifth Edition). New York: Prentice-Hall, Inc., 1954. Pp xiii + 367.
- Halsey, Maxwell N., Let's Drive Right. New York: Scott, Foresman and
Company, 1954. Pp 496.
- Institute of Traffic Engineers, Traffic Engineering Handbook (Second
Edition). New Haven, Conn.: the Institute, 1950. Pp xiii + 514.
- National Commission on Safety Education, National Education Association,
Policies and Practices for Driver Education. Washington, D. C.:
the Commission, 1954. Pp 94.
- National Education Association, Research Bulletin: The Status of Driver
Education in Public High Schools, 1952-53. Washington, D. C.: the
Association, 1954. PP 51-99.
- The Eno Foundation for Highway Traffic Control, The Motor-Vehicle
Driver: His Nature and Improvement, Saugatuck, Conn.: the Founda-
tion, 1949. Pp viii + 165.
- Tysor, H. James, The Fundamental Principles of Driving, Dallas, Texas:
Banks Upshaw and Company, 1953. Pp 353.

To: Administrative Board, School of General Studies

From: Department of Sociology and Anthropology

This department requests approval of a course in The Sociology of Rehabilitation, to be numbered Sociology 505.

The course is an integral part of the newly created training program for specialists in vocational rehabilitation under the joint auspices of the School of Education and the Federal Government. The social aspects of rehabilitation processes are examined at the graduate level.

Soc. 505. The Sociology of Rehabilitation -- Description

The course stresses the social and cultural implications of the rehabilitation approach. Emphasis is placed upon the social and personal problems of physically and mentally handicapped persons. The interrelationships of the major social environments are considered at length in this regard. Objectives of the rehabilitation processes are analyzed in terms of the sociology of work. A major portion of the course is devoted to rehabilitation as a profession, particular attention being given to the diverse roles of specialists in this field.

(Course Outline on following pages.)

Course Outline

- I. SOCIAL AND CULTURAL IMPLICATIONS OF DISEASE AND DISABILITY
 - A. Ecological and cultural aspects of disease
 - B. Medical and social conceptions of disability compared
 - C. Social adjustment of the disabled individual
 - D. Disability in community and society

- II. ANALYSIS OF DISABILITIES REQUIRING REHABILITATION
 - A. Types of handicaps
 - 1. The physically disabled
 - 2. The mentally disabled
 - 3. Specific social disabilities
 - B. The social aspects of disablement
 - C. Degrees of disability
 - D. Specific causative factors

- III. SOCIO-CULTURAL FACTORS IN THE REHABILITATION PROCESS
 - A. Biosocial factors
 - 1. Age
 - 2. Sex
 - 3. Race
 - B. Residence factors
 - 1. Urban-rural differentials
 - 2. Regional and nationality factors
 - C. Social class differences among the disabled
 - D. Adjustment of the disabled person to the home and family
 - E. Education of the physically and mentally handicapped
 - 1. Informal and formal processes
 - 2. Primary and secondary educational facilities
 - 3. Adult education

- III. F. Religious factors and the role of the church
- G. Governmental responsibilities
 - 1. At local and state levels
 - 2. At the national level
- H. Business and industry as essential adjuncts to the rehabilitation process
- I. Specific factors of a cultural, social, and psychosocial nature

IV. DISABILITY AND THE SOCIOLOGY OF WORK

- A. Technological developments as:
 - 1. Producing adjustment problems for the disabled
 - 2. Adjuncts to the rehabilitation process
- B. Status and role of the disabled person in modern industrial organization
- C. Adjustments to formal and informal organizations within the modern corporate structure.
- D. Occupational mobility and the vertical movement of occupations
- E. Social psychological factors in the selection of occupations for the disabled.
- F. Work and personality involvement of the handicapped person

V. ANALYSIS OF REHABILITATION AS A PROFESSION

- A. Changing conceptions of disease and disability
 - 1. Supernatural and mystical orientations toward the diseased and disabled.
 - 2. Handicapped persons as objects of charity
 - 3. Rehabilitation -- assistance of the handicapped in becoming self-supporting, contributing members of society
 - 4. Prevention
- B. The diverse roles of rehabilitation specialists
 - 1. Educator
 - 2. Counsellor
 - 3. Occupational therapist
 - 4. Community leader
- C. Importance of the social point of view

POLICIES AND PROCEDURES
FOR
THE ADMINISTRATION OF RESEARCH

SUPPORTED EITHER BY CONTRACTUAL ARRANGEMENT
OR BY SPECIAL GRANTS, GIFTS, OR BEQUESTS

A Report of
The Research Committee
North Carolina State College

D. B. Anderson, Chairman
J. S. Bethel
W. J. Moffie
W. A. Newell
W. J. Peterson
E. M. Schoenborn

May 14, 1955

POLICIES AND PROCEDURES FOR THE ADMINISTRATION
OF RESEARCH SUPPORTED EITHER BY CONTRACTUAL ARRANGEMENT
OR BY SPECIAL GRANTS, GIFTS, OR BEQUESTS

The Consolidated University of North Carolina recognizes that in addition to its teaching functions, every university has an obligation to encourage and support research important to the lives and well-being of the people it serves. Accordingly, the University undertakes to devote a fair portion of its financial and intellectual resources to this purpose. University trustees and administrative officials encourage faculty and staff members to the fullest fruition of research potentialities.

Types of research support.

The support of research, either basic or applied, by government, by industry, and by foundations, has become a major factor in the determination of policy in an increasing number of colleges and universities. Sponsorship of research in educational institutions by all agencies outside the universities and colleges presents many problems that make it essential that policies and objectives be formulated in regard to research in general.

Currently, research in colleges and universities is supported by three principal methods: (a) by broadly designated grants such as those traditionally appropriated by state or federal governments for the support of the college or university, (b) by special grants, gifts, or bequests that may be used by institutions or individuals to support or augment their research or service activities, and (c) by funds or facilities allocated by contractual arrangements to individuals and institutions.

The research work carried on by schools of agriculture, for example, traditionally has received its major support from state or federal grants, though these have frequently been supplemented by special gifts or grants from other sources (type a). As a consequence, the direction taken by the research interests of the staff has been determined by administrative policy and the individual interests of faculty members. Similar support is sometimes provided for research in other schools of the University system. The result of this type of sponsored research has been that promising problems and long-range projects have received support, and the total mission of the University has been advanced.

Such cooperative and partnership arrangements are desirable and should receive every possible encouragement. The State, by making a modest contribution to the support of such arrangements, can make a major contribution to the development of basic research.

Special grants, gifts, and bequests, (type b) have been, and continue to be available to individuals and institutions for the support of research. The beneficial effects of such foundation or industrial grants have been very great. Furthermore, support of this type has, in general, provided a maximum degree of freedom to the faculty member and his institution.

The third type of research support is commonly referred to as "contract" research. In recent years, large sums have been made available to universities by government and industry for such sponsored or contract research. Such support has provided many advantages. It has expanded the volume of basic and applied research in the colleges and universities. It has made a large contribution toward the advanced

education of students, particularly in science. In addition, contractual research has, in many instances, improved the quality of advanced education by providing intellectual talents and special talents and large-scale special facilities otherwise not available to the institution. Such sponsorship has provided expanded thesis opportunities, which have given new dimensions to graduate training.

Despite these obvious advantages of contractual research arrangements, colleges and universities must recognize the associated academic, administrative, and financial problems. It is essential that expansion of research activities shall not restrict the right of faculty members to pursue the study of problems of primary interest to themselves.

To insure that a proper balance is maintained between committed and uncommitted research and that the administrative program and financial resources of the University are not jeopardized, the University has formulated these policies and procedures for the administration of research, when sponsored either by contractual arrangements, or by special grants, gifts, or bequests.

Research is not to be confused with consultant work. Where payment is made simply for expert advice, the activity will be considered to be consultation and subject to other policies. Where payment is made for work conducted by staff members in their capacities as University employees or when significant use is made of University facilities, the activity will be subject to the policies prescribed herein.

Criteria for Acceptance of Research Support.

Any proposed sponsored research or service to merit favorable interest should

be of such nature that its prosecution be a part of the activities normally envisaged by a department or an individual, and should augment and be compatible with the regular program of research conducted by the individual or the department. This policy does not preclude the conduct of research that would not normally be included in the institution's research program when this is necessary in the public interest or necessary to meet the needs of national defense.

Negotiation, Administration, and Direction of Sponsored Research.

Research proposals or contracts may be initiated by faculty members but must be negotiated by Directors of Research in consultation with Deans in accordance with these policies. Negotiations must insure legal and financial protection of the University, and higher authorities should be consulted in cases that involve unusual arrangements not covered by existing policies and precedents. Final requests for grants from large foundations must be made by the Chancellor or President.

Research Directors and Deans may negotiate to undertake research with the minimum of paperwork acceptable to the sponsor, but a written purchase order or memorandum of agreement shall be considered the minimum commitment required by the University.

Copies of all formal contracts, and proposals for research undertaken without formal contracts, will be submitted immediately in final form to Business Managers, Chancellors, and the President, after acceptance by sponsors, to insure their compliance with the requirements of these policies. Failure to meet these requirements will incur the risk of invalidation of contracts or agreements.

Proposals or contracts must include provisions for payment of overhead costs in accordance with agreements made under policies governing overhead charges.

Performance of and Compensation for Research

While recognizing its obligation to conduct sponsored research and the significant benefits that can accrue therefrom to the University and the people it serves, the University maintains that its most valuable service in extending the boundaries of knowledge can be rendered through basic research and uncommitted scholarship. Thus, contractual research projects shall be undertaken with due regard for the possibilities of diversion of intellectual curiosity into specialized areas of knowledge and of weakening of the academic program as the result of financial incentives.

The formulation of ways and means to implement this policy shall be left to the discretion of the Chancellor in consultation with the Deans and Directors of Research of the various schools in a manner consistent with the responsibilities of the University.

The Relationship of Sponsored Research to the Graduate Program.

The prosecution of sponsored research, whether basic or applied, is to be encouraged when it is of such a nature and scope as to augment the educational programs of the College, particularly when it may serve to extend the opportunities for graduate study. Special consideration should, therefore, be given those projects that will provide financial support for advanced students, enhance the educational and research facilities of the College, and encourage the professional development of the faculty.

Publication Policy.

Imposition of restrictions on publication of research is incompatible with the basic concept of an educational institution as a source and distributor of knowledge and inconsistent with the other basic aims of our University. Though short-term restrictions may be desirable for secrecy or patent reasons, long-term permanent restrictions should be undertaken only for exceptional or emergency reasons; otherwise, no arrangement will be permitted that will inhibit free and effective scholarship, freely disseminated.

Patent Policy.

In general, contractual research that precludes free or wide-spread employment of new knowledge in the public interest shall be avoided. It is recognized, however, that even though its use is restricted by patents, the development of new knowledge may serve the public interest better than failure to develop new knowledge. Thus, exclusive rights may be granted to sponsors, if necessary, under conditions that insure reversion to the University of all rights to use of new knowledge, patentable or not, that results from sponsored research and that after a reasonable period of time is not being or is not to be employed in the public interest by the sponsor as indicated by overt action by the sponsor. Means should be developed through which the University will receive in some form a portion of the benefits that accrue from royalties, license fees, or good will as reimbursement of the intangible contributions that it has made by its very existence, and that are not reimbursable by overhead or other payments. Such benefits, if forthcoming, shall be used in the furthering

of research under distribution policies determined for each case by the Research Committee in each institution in collaboration with the School, Department, or individual involved and the Chancellor. Where applicable, the patent policy of the University shall be followed in all matters not covered by these policies governing sponsored research activities.

Determination and Distribution of Overhead Costs.

Whenever support for research in monetary or other forms is forthcoming from any source, especially from other than State-appropriated funds, the possibility arises that the financial balance of the University will be disturbed. The degree of this potential disturbance will vary, depending on such factors as the nature and scope of the research and the type, amount, source, and purpose of the support. None of these factors can be used alone to measure the effect on the financial status of the University or to determine the portion of the cost of the research to be borne by the University or the grantor or sponsor. While the financial burden on the University in any single project may appear to be small, the collective effect of many small projects is very real. Thus, regardless of the altruistic and desirable features of any type of grant or support for research, consideration must be given to the potential financial burden on the University before acceptance, and such support shall be subject to assessment of overhead charges. That the support shall be subject to assessment does not imply that an assessment will be made.

The University shall undertake to devote a fair portion of its financial and intellectual resources to extending human knowledge, but the grantor or sponsor for

any type of research shall also be liable for direct or indirect costs incurred in the conduct of the research. While any research supported by other than State-appropriated funds is subject to overhead costs, the criterion for determination of the overhead, if any, to be assessed against the grantor or sponsor and the overhead to be borne by the University shall be the degree to which the administrative and service facilities of the University are burdened by the research involved and by the degree to which the proposed research contributes to the total mission of the University. Thus, the lone researcher who receives a grant for equipment for the continuation and advancement of work he might be performing anyway and which equipment requires little or no additional manpower, space, maintenance, power, or other services and on which no commitments are made shall not be expected to be assessed overhead nor will the grantor or sponsor, even though subject to the assessment procedure. On the opposite extreme, support of any type of research that meets other provisions of these policies but that involves employment of considerable manpower, space, maintenance, power, or other services and on which heavy commitments are made within these policies, shall be expected to be liable to payment of overhead costs involved.

An overhead determination shall be made in each case by Deans, Research Directors, and Business Managers involved, with recognition of the support being given educational programs and fulfillment of the mission of the University by the research support. Overhead charges shall include costs incurred in the Department, the School, and in College or University administration and services, and each shall be reimbursed proportionately.

It should also be recognized that some types of research, especially on the applied level, tend to compete with fundamental investigations, and provisions should be made for grantors or sponsors to bear a share of the cost of basic research.

File Admr. Council -

FRESHMAN ORIENTATION

Tentative report,
May 17, 1955

The consensus of the student representatives on the Orientation Committee, both for this year and for next year, was that the Orientation Program as carried out during the first semester of 1954-55 school year was a very valuable thing for entering students.

Dan Yager, President of the Freshman Class, was enthusiastic in his praise of the Orientation Program. He admitted that when he entered as a Freshman he had some doubts and also some hesitation of having to attend the meetings throughout the semester. However, he now feels that it was a most valuable experience for him and he was able to adjust himself to college life and State College as a result of taking part in this program. Ed Ross, Secretary of the Student Government; "Doc" Cheek, President of the Student Government; Jim Nolan, President-elect of the Student Government; Lester Draughon, Editor of the Technician; and the other student members expressed the opinion that this year's Freshman class is better informed than any class they had had experience with. These students, in general, feel that the Orientation Program should definitely be continued in substantially the same form as designed for last year. That all parts were valuable and the attendance at all parts of the Orientation Program should be required for any freshman.

Freshman Week Orientation

It seemed to be the consensus of student opinion that the opening Orientation Program should take place after all students had arrived on the campus. For example, the students who did not take the tests on May 7 come in earlier only for tests.

The students expressed an opinion for more "color" at the meetings. These should be some social occasions scheduled, with light, more entertaining programs, which should be voluntary for all students. And, a chance for students to get to know other students and faculty on an informal basis.

Coliseum Orientation Meetings

It was agreed that there be four instead of five group meetings at the Coliseum and that they be scheduled in October and November culminating with the election of

class officers in November. It was agreed that attendance should be required at the Coliseum meetings and several practical suggestions were made for expediting roll taking.

School Orientation Programs

All the faculty members present seemed to be impressed with the importance that students attached to the Orientation Program and appeared to agree that the College should establish a uniform policy as soon as possible with reference to the coordination of the college part of the Orientation Program with the orientation to a particular professional field. There was much discussion as to the amount of credit given for this course. It was pointed out that attendance should be required in this course as in other courses. In some courses attendance taking was a farce.

Orientation and Advisers

It was the consensus that in order to have an effective orientation program it needed to be closely integrated with a strong faculty adviser system. The necessity of early assignment of advisers was emphasized and it is suggested that their first meeting be scheduled for September 21 and that this information be stamped on student rosters at the time they are issued. The students could at least know what he looks like, where to find him and when. This would solve some problems. The assignment of advisers by posting a list on a bulletin board leaves many students not knowing who his adviser is and not knowing how to find him or his office. He is reluctant to seek him when he is seriously in need of help.

Students would like to see a more effective personal relationship developed between the adviser and his advisees. Some advisers could never be found except at the end of the term when students had to get a roster signed. Others discouraged students from coming in to talk over problems.

It was suggested that if the adviser had too many students that the officers and members of the professional societies in specific departments be called upon to help the adviser. Perhaps use could be made of personnel in the School of General Studies for advising students registered in schools in which large numbers of students are enrolled.

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: May 17, 1955

DECISIONS:

1. SCHOOL OF EDUCATION COURSE: Education 510 - Advanced Driver Training approved for 1955 Summer School.
2. SCHOOL OF GENERAL STUDIES COURSE: Sociology 505 - The Sociology of Rehabilitation approved.

REMINDERS:

1. Chancellor Bostian will call for an Annual Report about June 20th. He will furnish information regarding form and content later.

NEXT MEETING:

Tuesday, May 24, 1955

Chancellor's Office: 2:30 P. M.

AGENDA:

1. Planning Session - Future plans and objectives of the School of General Studies at North Carolina State College.

Dr. J. W. Shirley, Dean
School of General Studies.

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: May 24, 1955

DECISION: --

REMINDER:

1. All deans are reminded that faculty and staff members who will reach age 65 before July 1, 1956, should be notified regarding retirement.

NEXT MEETING:

Wednesday, June 1, 1955

Chancellor's Office: 2:30 P.M.

AGENDA:

1. Consideration of proposed School of Engineering curriculum:
B.S. in ^Engineering Mathematics.
2. Consideration of proposed School of Agriculture courses:
 - (a) Plant Pathology 504
 - (b) Genetics 612

SCHOOL OF GENERAL STUDIES

EVALUATION OF SITUATION AND LONG-RANGE PLANNING

[Presented to the Administrative Council, May 24, 1955]

Basic Problem. The basic problem of the School of General Studies centers around faculty morale and personnel, not around promotion and programs. This is due to the unique role into which the School has been force, and the frustrations which have accompanied its situation. In this area, basic faculty and psychological needs have been ignored: to remedy the situation, essential changes in role, scope, and function must be accomplished.

It has long been apparent that faculty morale in the School has been alarmingly low for a number of years. The Act of Consolidation was immediately frustrating to the faculty members of the School of Science and Business, since it took away the normal faculty activities of curriculum planning and degree certification from the largest School on the State College Campus, distributed its departments among other Schools, and left a residue of "service departments" to form a Basic College charged with preparing students for technical education. This was an organization and charge in principle, but not in fact: curricula were from the beginning held by the technical Schools, and there were never any uniform courses or philosophies to be the concern of the "Basic Division". The 1948 reorganization, following the retirement of Dean B. F. Brown, added to this confusion and frustration. Advisement of students was removed from the School of General Studies, and the School was relegated totally to the task of teaching courses as directed by the faculties of the technical Schools. The School of General Studies was left with no authority or power to act; it was frequently not even consulted in matters affecting its own educational policy. The limitations imposed upon the School of General Studies were so drastic that Dr. Logan Wilson, first Provost of the University, constantly referred to the members of the faculty of the School of General Studies as "second-class citizens."

As a result of these frustrations, conflicts within and without the School developed, and normal faculty channels deteriorated. When I came to the campus in 1949, I found a situation where the School Faculty had not had a meeting in more than ten years. There were no regular meetings of department heads. No School Committees were in operation. Departmental autonomy was complete, and there was strife and suspicion within the School.

Attempts at Solution ^{at once}
It was immediately ^{evident} apparent that steps must be taken to build faculty morale. This required that each faculty member must regain a feeling of respect and of accomplishment. He must identify himself with the group. He must see himself as a member of a growing and developing team, with possibility for further growth and professional growth. These are requisites of sound faculty morale.

To allay suspicion and build a feeling of cooperation, it was necessary first to establish regular procedures for faculty operation and to bring all problems openly and frankly before the faculty for discussion. Regular faculty meetings were begun, faculty committees were appointed and elected, and regular weekly meetings of the Administrative Board (consisting of all department heads) were set up. All matters of school policy, and many not of school policy, were discussed. Regular procedures and more uniform policies were adopted regarding matters of course approvals, promotions, hiring procedures, travel allotments, and the like. Department heads discussed and concurred on the importance of good teaching, stimulation of staff in research and professional development, and in means of attracting and holding the best possible staff whenever replacements were possible. Departmental problems were discussed in Administrative Board meetings on an interdepartmental basis. Long-range planning began.

Other perquisites were held forth to stimulate the faculty members and make them feel respected. Travel to national and regional meetings was encouraged. Scholarships and fellowships for advanced study and research were sought. Through the College News Bureau, publicity was given to faculty members of distinction.

Present Situation. As a result of these efforts, the present situation is much the best it has been. School feeling has intensified, and there is much interdepartmental cooperation. The deliberations of the faculty have gradually become more and more responsible, and the recommendations of the faculty sounder. Strong new faculty members have changed many attitudes; older faculty members have started new research programs and further study.

The change to the semester system furnished an admirable incentive for a thorough-going revision of our course offerings. Every department accepted the challenge. Long hours of meetings resulted; frequently discussions raged until long past midnight. Courses which had been included in catalogues for years with mediocre or little success were abandoned. Going courses were strengthened. The professional areas of each department were closely scrutinized to see if any gaps in our course offerings should be filled. Over all these deliberations, the recognition that we were working for North Carolina State College students was the paramount yardstick.

The curricular changes brought about by this concerted democratic action were phenomenal. A glance through our new catalogues shows a modern, up-to-date, and stimulating group of courses, specially designed for the technical and professional students with whom we work. In this field, it is my honest opinion that the general offerings of liberal arts courses for non-specialists in the liberal arts are as strong at State College as at any college in the country, and equalled in but few.

The teaching of the past year have justified our fond hopes in this regard. In general, our new and revitalized courses met with most favorable response from the students. The question which plagued us for years -- "What is the use of all this?" -- no longer rises. Students are learning things obviously important to them, and their laudatory comments have made the effort well worth while. At the same time, we learned ways in which even these courses could be improved, so the weaknesses of text or outline of our first revisions have been modified for the coming year.

Certainly the faculty has, during the past year, felt part of a growing team. Spirit and morale have been high, since real progress has been making. Yet it is apparent that this high-spirited faculty still looks to the future with some apprehension. Has the School of General Studies reached its ultimate development? Is there to be no future development? If the status quo is to be held to, the high morale will sink. There are still many areas where the faculty lacks the usual perquisites of faculty position; there is still a submerged feeling of frustration and second-class citizenship.

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: June 1, 1955

DECISIONS:

1. DIPLOMAS FOR DOCTOR'S DEGREES - Effective this date all diplomas for Ph.D. degrees will contain no words indicating areas of specialization and will read "Doctor of Philosophy".
2. SCHOOL OF AGRICULTURE COURSES: Plant Pathology 504 and Genetics 612 approved.

NEXT MEETING:

Tuesday, June 7, 1955

Chancellor's Office: 2:30 p.m.

AGENDA:

1. Consideration of proposal by Dean D. B. Anderson to award degrees at the end of each semester and at the end of each summer session.
2. Report by special committee (Dean Shirley, Chairman; Dean Kirkland; Dr. Schoenborn) appointed to consider proposed School of Engineering curriculum: B.S. in Engineering Mathematics.
3. Consideration of proposed School of Engineering curriculum: Bachelor of Metallurgical Engineering. (All deans have copies.)

ADMINISTRATIVE COUNCIL

CONSENSUS REGARDING COMMENCEMENT EXERCISES HELD MAY 29th:

All schools considered the over-all program to be a good one. All reported enthusiastic response to afternoon programs by students, parents and visitors.

Dean of School of Agriculture stated that the reaction of students was very favorable, and that they expressed the opinion that if any parts of the program had to be eliminated next year, the senior reception and dance should be the only things considered for elimination.

Dean of School of Design reported very favorable reaction to his afternoon program.

Dean of School of Education reported a very large crowd attended their brief program, which was well received by students and visitors.

Dr. Schoenborn, reporting for the School of Engineering, indicated the entire program was successful and stated that if this type of Commencement is repeated next year, Engineering would consider holding its programs by departments, in order to have more opportunity for individual student recognition.

Dean of School of Forestry reported enthusiastic response to entire program on the part of students, faculty and visitors.

Dean of School of General Studies reported favorable reaction to over-all program. Suggested that afternoon ceremonies eliminate all addresses or talks to students insofar as possible and spend more time recognizing individual students for their achievements. Expressed the opinion that the School of Engineering was too large to conduct this kind of exercise and suggested that they consider holding their exercise by departments.

Dean of School of Textiles reported good response to exercises from faculty, students and visitors. Suggested that perhaps the morning program was too long.

The Dean of Graduate School requested that some way be worked out to give more recognition to those students receiving Masters Degrees. Suggested that their names be called in morning exercise or special recognition be given them at the afternoon programs. Expressed the opinion that Commencement should not be held a week early, stating that this affected seniors' class attendance during that period.

Chancellor Bostian reported that President Gray, Vice-President Purks and Mr. Friday were enthusiastic about the entire program and thought that afternoon speakers should be eliminated and this time devoted to recognition of students. Chancellor Bostian expressed the opinion that each school should allow their students to have a voice in the planning of any future school programs of this type.

THE GRADUATE SCHOOL
North Carolina State College

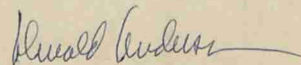
June 2, 1955

MEMORANDUM TO MEMBERS OF THE ADMINISTRATIVE COUNCIL:

Our present policy of awarding graduate degrees only once in every 12 months imposes unnecessary hardships upon some graduate students. It is common for graduate students to underestimate the time required for the writing of their theses so the last date at which theses may be accepted always finds a number who have unfinished theses or dissertations. When this occurs, the student must wait until the spring commencement of the next year to receive his degree, even though all requirements for the degree may have been completed in the early summer. The Administrative Board of the Graduate School recommends, therefore, that graduate degrees be awarded at the end of the term in which all requirements for the degree are completed. Such a practice would have the following advantages:

1. Students completing graduate degree requirements would receive the degree at the end of the term in which the work was completed. This is often a matter of considerable importance to the student since acceptance of positions, promotions and salary increases may be contingent upon the possession of a graduate degree.
2. Graduate faculty members are heavily burdened in March and April by the task of reading theses and dissertations. For some faculty members this becomes a very formidable obligation and the pressure of time makes it difficult to give the time and attention necessary for a scholarly appraisal of theses and dissertations. Were degrees awarded at the end of each term, this pressure would be greatly lightened, and we might reasonably expect an improvement in the quality of the theses and dissertations presented in partial fulfillment of degree requirements.
3. Trustee regulations now require that graduate students must register in the term in which a degree is received whether or not requirements for the degree have been fulfilled in some prior term.

Awarding degrees at the end of the term in which the work was completed will eliminate this extra charge which is difficult to justify.
4. Degrees awarded at the end of the summer session and at the end of the fall term could be listed in the program for the June commencement with appropriate dates. Students wishing to participate in commencement exercises could attend the June commencement and receive appropriate recognition of their degrees at that time.


Donald B. Anderson
Associate Dean of the
Graduate School

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: June 7, 1955

DECISIONS:

1. SCHOOL OF ENGINEERING CURRICULUM: B.S. in Engineering Mathematics, as revised by Special Committee (Dean Shirley, Chairman), approved.
2. SCHOOL OF ENGINEERING COURSES: Mathematics 535 and Mathematics 635 approved.
3. SCHOOL OF ENGINEERING CURRICULUM: Bachelor of Metallurgical Engineering approved.

REMINDERS:

1. Dean Lampe, School of Engineering, will submit additional information and corrections relative to curriculum in Metallurgical Engineering to Chancellor Bostian.

NEXT MEETING: SPECIAL SESSION, Friday, June 17th
Dean Lampe's Office - 2:00 p.m.

AGENDA:

1. Summer school problems.

NEXT MEETING: REGULAR SESSION, Tuesday, June 28th
Chancellor's Office - 2:30 p.m.

AGENDA:

1. Report by Special Committee (Dean D. B. Anderson, Chairman; Dean Shirley; Dean Preston; Dean Stewart) appointed to make recommendations regarding the awarding of degrees at the end of each semester and each summer session.
2. Planning Session - Future plans and objectives of the School of Textiles at North Carolina State College.

Dean M. E. Campbell
School of Textiles

Chancellor Carey H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Special Meeting: Friday, June 17, 1955

DECISIONS:

SUMMER SCHOOL COURSES - the following summer school courses, having less than eight (8) students registered, approved:

1. School of General Studies: Economics 202 - 5 students.
(Note: Professor for this course is teaching an average of more than 18 students per course.)
2. School of Agriculture: Poultry 201 - 6 students.
(Note: This is a required course in all curricula.)
3. School of Engineering: Physics 410 - 7 students; Physics 690 - 7 students.
(Note: These two courses, including laboratories, will be taught as a combination by one Associate Professor.)

REMINDERS: ---

* * * * *

NEXT MEETING:

Tuesday, June 28th

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Report by Special Committee (Dean D. B. Anderson, Chairman; Dean Shirley; Dean Preston; Dean Stewart) appointed to make recommendations regarding the awarding of degrees at the end of each semester and each summer session.
2. Planning Session - Future plans and objectives of the School of Textiles at North Carolina State College.

Dean M. E. Campbell
School of Textiles

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: June 28, 1955

DECISION:

1. Report of Special Committee, making recommendations regarding the awarding of degrees at the end of each semester and each summer session, approved effective at the end of the 1955 summer session. (copy attached)

REMINDER:

1. Each dean is requested to submit a "Summary of Summer School Enrollment" to Chancellor Bostian's office.

NEXT MEETING:

Tuesday, July 5th

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Consideration of location of future dormitory area.
2. Consideration of Traffic Committee's recommendation for permanent faculty automobile registration.
3. Planning Session - Future plans and objectives of the Graduate School at North Carolina State College.

Dean D. B. Anderson
Graduate School

REPORT OF THE COMMITTEE ON SUMMER SESSION AND FALL SEMESTER COMMENCEMENTS

1. We recommend that degrees be awarded to undergraduate and graduate students who have completed all requirements at the end of the summer session and at the end of the fall semester as well as at the spring commencement.
2. Graduate students who fail to submit theses or project reports on or before the last date at which these may be accepted will be required to register for "Degree Only" in the term in which the degree is received.
3. The program for the spring commencement will list the graduate and undergraduate degrees awarded in the other two commencements.
4. Faculty attendance will not be required at the commencement exercises held at the end of the summer session and at the end of the fall semester. Those participating in these exercises (the platform group and the candidates for degrees) will be in academic costume and the ceremonies will be kept as short as is consistent with the dignity of the occasion.

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: July 5, 1955

DECISIONS:

1. Locate new men's dormitory on west side of Dan Allen Drive, south of Print Shop on crest of hill, with the view towards developing this site as a future dormitory area. This motion approved by eight (8) members and disapproved by Mr. J. Graves Vann.
2. FACULTY AUTOMOBILE REGISTRATION - Traffic Committee recommendation for a permanent faculty automobile registration, with decals, approved.

NEXT MEETING: SPECIAL SESSION, Monday, July 11th

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Planning Session - Future plans and objectives of the Graduate School at North Carolina State College.

Dean D. B. Anderson
Graduate School

July 7, 1955

MEMORANDUM

TO: Dean Banks Talley

FROM: J. G. Vann

I have just read the minutes of the Administrative Council meeting of this past Tuesday and note that you record that I disapproved the motion on the location of the new men's dormitory. This is in part, but I would say a minor part, of what I requested. I would very much rather delete this entirely unless you can find space enough to record that my reason, as expressed, was that I felt that the axis of school housing for the future should be in a north and south direction rather than in an east and west direction.

Won't you please correct the minutes to this degree or else withdraw them as written.

JGV:ja

noted

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. Graves Vann ✓
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: July 5, 1955

DECISIONS:

1. Locate new men's dormitory on west side of Dan Allen Drive, south of Print Shop on crest of hill, with the view towards developing this site as a future dormitory area. This motion approved by eight (8) members and disapproved by Mr. J. Graves Vann.
2. FACULTY AUTOMOBILE REGISTRATION - Traffic Committee recommendation for a permanent faculty automobile registration, with decals, approved.

NEXT MEETING: SPECIAL SESSION, Monday, July 11th

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Planning Session - Future plans and objectives of the Graduate School at North Carolina State College.

Dean D. B. Anderson
Graduate School

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kemphefner
Dean J. B. Kirkland
Dean J. H. Lampe ✓

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: July 11, 1955

DECISIONS: -----

REMINDERS: -----

NEXT MEETING:

Tuesday, July 26th

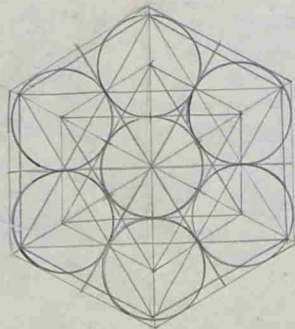
Chancellor's Office - 4:00 p.m.

AGENDA: ----- (open)

Fell

ADMINISTRATIVE COUNCIL - SPECIAL SESSION - Monday, July 11th, 1955 - 2:30 PM

AGENDA: Planning Session - Future plans and objectives of the Graduate School
at North Carolina State College



Next Monday at 2:30 PM

(Not Tuesday)

PLANS FOR THE FUTURE OF THE GRADUATE PROGRAM

Perhaps the best way to begin a discussion of the future plans of the Graduate School will be to examine the responsibilities with which the Graduate School is charged. Once these are outlined, we can point to some of the problems which interfere with the satisfactory fulfillment of these responsibilities and then consider suggestions for coping with these difficulties as well as other ways in which the role of the Graduate School can be strengthened.

Broadly speaking, the Graduate School has the responsibility of determining the standards which govern programs of advanced study leading to graduate degrees and of administering the programs in such a way that these standards are achieved. This at once raises the question of what these standards should be or in other words, what are the components of good graduate education. Graduate education has a distinct identity and characteristics which set it apart from undergraduate instruction; otherwise, there would be little point in setting up an administrative unit to supervise its operation. Last February, I prepared a statement about the role of graduate education at the request of the Council and a copy of this statement is attached to this report. Briefly, the essential difference between undergraduate instruction and graduate study is a matter of objectives and emphasis. Undergraduate instruction provides information--it brings students into contact with knowledge that has accumulated through the past. Fundamentally, graduate education is concerned with training in the methods by which knowledge is acquired. Graduate work not only should provide students with opportunities for extensive experience in rigorous and effective handling of problems, but also with zeal and training for investigating the unknown. Examinations in graduate work should not serve so much as a test of

encyclopaedic knowledge as a measure of a capacity to formulate problems and to deal with them in the framework of current learning. A graduate degree should be regarded as tangible evidence that the recipient has demonstrated competence in these matters. Good graduate education, therefore, does not follow the well trodden paths of undergraduate instruction but opens new paths, less easy and less comfortable to travel but paths which lead into new intellectual territory.

After this brief digression, let me return to the components of good graduate instruction. The first and by far the most important component of good graduate education is a high level of competence in the faculty. Without this primary requisite, graduate education becomes a tragic shadow which has the outlines but not the substance of reality. Competence in the graduate faculty means more than technical proficiency in some restricted area of knowledge. It includes an awareness of the purposes of graduate study as contrasted with the aims of undergraduate instruction, it includes an absorbing interest in the expansion of knowledge, it includes an alert comprehension of the significance of the work of others in the field of the faculty members' special interests; in brief, it includes a scholarly attitude of mind and a dedication of spirit.

Of second importance are two factors of about equal significance. One of these is a library adequate to support research and the other is adequate physical equipment. However excellent a library may be, it must be used to be helpful. The enthusiasm with which a faculty uses and supports the library resources of a university is, I think, an important measure of their intellectual alertness and their suitability for participation in graduate instruction.

Good work can often be done without elaborate equipment, but modern science depends heavily upon precision instruments. No first rate program of graduate

instruction or research in science can be maintained without physical facilities that are adequate to meet the requirements of the work.

Another very important component of good graduate education is a satisfactory background of undergraduate preparation. It is obvious that advanced study will be fragile and insecure if built upon inadequate foundations. For this reason, control of admissions is vested in the Graduate Office. The adequacy of undergraduate preparation is also a factor in the establishment of prerequisites for advanced courses. Prerequisites usually are one of the best indices of the level of the work offered in a course.

We might add to this list of factors almost indefinitely. Such matters as faculty salaries, teaching loads, interdepartmental cooperation, degrees of specialization in graduate programs, course loads for students and many other problems could be discussed at some length with profit. All of these factors, together with those mentioned earlier, can be summarized by saying that good graduate education can flourish only in a suitable climate and that it is a responsibility of the Graduate School to do everything possible to establish this climate on the College campus.

Now let us turn for a moment to some of the problems which confront the Graduate School in its efforts to bring about a climate on the campus in which graduate work will flourish. All graduate schools occupy a somewhat anomalous position with relation to the academic schools or colleges of a university. We here at State College have all of these anomalies plus some others which give us almost a unique set of problems. Graduate schools are unlike the academic schools in several ways: (1) They have no fiscal control over staff appointments and usually a limited control over the qualifications of staff members

for graduate work; (2) Faculty members usually feel that their first loyalties belong to their departments and to the schools in which the department is located. Loyalty to the graduate school and its programs commonly occupies a more remote and secondary place; (3) Policies of the Graduate School sometimes are the product of negotiation with groups of very diverse interests and objectives and often represent compromises accepted without enthusiasm by either party; (4) Graduate students, like the faculty, place their first loyalties to their subject matter departments, so the objectives of advanced study and reasons for graduate school regulations are only dimly seen or appreciated.

The administration of graduate programs cannot be isolated from the administration of undergraduate programs. There is an inevitable overlapping of interest and responsibility. This fact imposes problems upon both groups that are not always easy to resolve with complete satisfaction.

The Consolidated University of North Carolina has one Graduate School administered by a dean, three associate deans and an Executive Council. An associate dean resides at each of the three branches of the University system. Each associate dean is responsible to the graduate dean, and through him to the President, for the administration of the graduate work at the unit of the University system of which he is a part. In budgetary matters, however, the associate deans are responsible to the Chancellor and Business Manager of their own institutions. The associate deans, very properly, feel a strong bond of responsibility to the Chancellors of their institutions for administrative matters as well as fiscal affairs. This duality of administrative responsibility sometimes places the associate deans in difficult positions. It would be helpful to effective administration of graduate work if the somewhat ambiguous

channels of administrative responsibility can be clarified and the channels of authority more clearly defined.

Now let me review very briefly some of the things that have been done in the Graduate Office since July, 1950 when the administrative responsibility passed into its present hands.

1. We found that there was some uncertainty in the minds of faculty members as to the existing regulations of the Graduate School, so the first thing that we did was to codify our rules and procedures and to print a statement of these in a small booklet which was given wide distribution. This served to clarify many matters and to establish a bond of understanding between faculty members and the Graduate Office.

2. Associated with this effort to clarify regulations all forms used by the Graduate Office were studied and revised in a way to make them more useful. All of our forms were changed from mimeographed sheets to printed forms. We have also devised procedures in the office which make it possible to process forms more rapidly so our graduate student records are complete and accurate.

3. Prior to 1950, there was a wide variation in the excellence of the physical appearance of theses and dissertations. This was a reflection of the absence of specific detailed instructions. We printed a small booklet entitled "Thesis Regulations" which provided necessary information as to quality of paper, format, methods of citation, typing directions, etc. This booklet has undergone one revision and has done much to bring the mechanical side of our graduate theses to a high standard. Every thesis and dissertation is now checked carefully for conformance to acceptable standards. They have enormously improved in appearance and we think that their physical appearance now more nearly reflects the excellence of their intellectual content.

4. We have prepared and published as volumes of the State College Record three graduate school catalogs. We have tried to use some imagination and originality in their preparation by introducing a typographical format different from that in the undergraduate catalog, full page photographs of our buildings to give an impression of the adequacy of our facilities to prospective students and we have also included pictures of graduate student activities. In the future we plan to issue a graduate student catalog every other year to economize on printing costs.

5. The Graduate Office has undertaken the publication of the contributions of our faculty to the printed record of man's intellectual progress. The first volume included the publications of the faculty, together with abstracts of graduate student theses and dissertations for the three year interval 1950-52. The second volume recorded the same information for the year 1953. The third volume to include faculty publications for the year 1954 is in an advanced stage of preparation. The purpose of this publication is to record the scope and magnitude of the contributions from our faculty so that we ourselves might recognize its range and size and so that other institutions also may be appraised of our work. There is still much that can be done to improve this publication. The next issue will incorporate many of the suggestions of a study committee of the graduate faculty that has given much time and thought to the role that this volume should have in promoting an interest and an activity in creative work on the part of our faculty members.

6. The graduate faculty has been reconstituted. Criteria for membership on the graduate faculty have been revised, procedures formalized and publicized. This has brought an awareness of the qualifications of membership in the graduate

faculty to all our staff members and has contributed to the creation of the climate to which I have referred.

7. We have initiated meetings of the graduate faculty. Early in the fall a meeting is called at which the associate dean reviews the events of the past year and outlines plans for the future. Other meetings are called during the year for the discussion by the graduate faculty of matters of policy. Each meeting is preceded by an agenda placed in the hands of each member of the graduate faculty to serve as a basis for discussion.

8. One of the big problems that confronts the Graduate School is the gap which seems to stand between the faculty and the Administrative Board. We are very anxious to close this gap and to have active faculty participation in deciding matters of policy. One of the steps that has been taken to accomplish this end has been the printing of Graduate School Notes. This contains a digest of all matters considered by the Board and a record of decisions reached. It also contains other material of interest to the graduate faculty--a review of a doctoral program in some field and special announcements. Graduate School Notes has helped materially in acquainting the faculty with the activities of the Board and served to emphasize that decisions affecting graduate work and graduate school policy are reached democratically.

9. The Administrative Board is composed of representatives of each degree-granting school elected by members of the graduate faculties of these schools, plus two members appointed by the Chancellor. This Board has been made a very active and important body which meets frequently to consider matters of policy and other problems affecting the interests of the Graduate School. It is also an important bond between the faculty and the Graduate Office. Members of the

Board are accepting a more active role in consulting with department heads and faculty members about subjects of importance to graduate work. The frequent meetings of the Board and the active discussions which take place, both of which are reported to the faculty in Graduate School Notes, should dispel any impression that graduate school regulations are the result of arbitrary action made without regard for the best interests of those engaged in graduate study or its direction.

Now in the final section of this report let me list some of the things which can be done to strengthen our graduate work.

1. There is still much to be accomplished in improving the understanding of the faculty of the objectives of our graduate program. We have a very young graduate school and because of the rapid expansion that has occurred within the past decade, we have a relatively high proportion of young men on our staff. Morale is very high and there is a great deal of enthusiasm. Visitors sense this feeling of energy and activity when they visit our campus. This is all highly desirable, but a young faculty is necessarily an inexperienced faculty. There is not always a clear perception of the goals of sound graduate education. Enthusiasm for a specific subject matter tends to encourage narrowly specialized and restrictive graduate programs. The purpose of restrictions on course loads are not always understood or appreciated and sometimes graduate programs receive too much supervision and direction for the best interests of the student. The importance of prerequisites is not recognized and the dangers inherent in recommending students with weak or mediocre records are not fully realized. We have much to do in the way of bringing an awareness of the philosophy of good graduate education to the faculty. If this can be done simultaneously with the development of a feeling of deep responsibility to the graduate work and the

creation of a desire to participate in the formulation of graduate policy, a major barrier to the excellence of our graduate work will have been removed.

2. Our graduate program would be strengthened greatly by establishing a few graduate professorships, possibly supported by endowments, chairs to be held by men of exceptional distinction whose responsibility would largely be associated with graduate students. The presence of a few such scholars who have genuinely national and international distinction on our teaching faculty would serve as an inspiration for advanced students and staff members alike, quite apart from the substantial contributions such men make to knowledge in the field of their professional interests.

3. Many of the objectives of graduate professorships can be accomplished at very moderate cost by establishing funds for the support of visiting professorships. Funds which would permit the visits to our campus of distinguished scholars for periods of a month or two. The success of such a program in the School of Design and in the Institute of Statistics shows what can be done with a modest investment. Ten or twenty thousand dollars used every year for such a purpose would bring rich rewards to both staff and students.

4. We need very much adequate housing for graduate students. I refer both to dormitory space and to small apartments. These should be more than four walls and a roof. A dormitory for advanced students should be attractive as well as practical. It should reflect an atmosphere of scholarship and culture. Such structures will do much to improve the morale and to shape the mental attitudes of advanced students .

5. We need very much some attractive fellowships open only to superior students and controlled by the Graduate School. They should be awarded solely on a basis

of merit and be free of service obligations. Returns from the work of gifted students would repay many times the funds invested.

The general quality of our graduate work would be improved if recommendations for teaching and research assistantships were reviewed and approved by the Administrative Board before awards are made. This is a common practice in American universities and brings additional assurance that such grants-in-aid are made only to students of superior qualifications.

6. The earmarking of even modest sums to be disbursed in support of research on the part of the teaching faculty would be most helpful. Such funds should be available for the purchase of essential equipment, for travel to libraries, research institutes or large universities to examine collections of materials, to support the publication of monographs and other scholarly work, to assist in the preparation of research papers.

7. Periodic reviews of our existing doctoral programs will be helpful in strengthening all programs of advanced study. In my judgement, there are at least three areas in which we now offer doctoral work where facilities and staff may be inadequate to support first rate programs at this high level. We use great care in authorizing new doctoral programs, but once authorized, they should not continue indefinitely without periodic reexamination of staff, facilities and student demand.

For similar reasons it is important that requirements for all graduate degrees be subjected to continued study. The accumulated experience of the past is an important factor in formulating degree requirements, but it does not always reflect clearly the rapidly changing conditions of the present. As an illustration, we might refer to the situation confronting schools of education

all over the United States. The requirement that secondary school teachers obtain a master's degree for certain salary advantages forces into graduate programs large numbers of persons ill suited by temperament or training for graduate study in the usual sense of the term. It is clear that the traditional requirements for master's degrees are poorly conceived for the kind of training that this group should receive.

8. Some means must be found for recognizing the responsibilities associated with the direction of graduate student programs. The number of graduate students that can be directed by a single member of the graduate faculty is limited. These limits are now exceeded in some departments. The time required of staff members in meeting the duties imposed by the direction of graduate student research is often considerable. It is unreasonable to expect staff members heavily involved in such programs to accept full teaching loads. Teaching responsibilities need to be adjusted so as to recognize these additional obligations associated with the direction of student research programs. This matter is now under study by a committee of the graduate faculty.

9. I have mentioned earlier the desirability of clarifying the administrative channels of responsibility in the Graduate School.

10. Many institutions have programs of sabbatical leaves to support and encourage advanced study by the faculty. Such programs unquestionably contribute substantially to the intellectual growth of a college faculty. Sabbatical leaves should not, however, be granted automatically to all faculty members of specified rank. They should be granted, however, to faculty members who have a record of productive research and who have demonstrated a serious interest in the prosecution of work in which substantial progress has been made.

11. In recent months much attention has been given to the high proportion of out-of-state students in our Graduate School. The impression left is that this is costly and an indefensible use of the tax revenues of the State of North Carolina. The attached statement on the Role of Graduate Education was prepared in the Graduate Office in reply to this unfortunate attitude on the part of many who are unfamiliar with the philosophy of graduate education. The widespread publicity associated with enrollment of out-of-state students in our graduate programs suggests that a vigorous counteroffensive designed to acquaint the citizens of this State with the place of graduate education and its importance may be necessary. Plans for such action are underway.

12. Finally, I believe that graduate programs can be strengthened in some areas at least by a closer study of inter-departmental relationships. Perhaps an increase in the flexibility of the use of staff members, students and funds will lower barriers that now exist as landmarks of departmental prestige and authority.

One final word. We in the Graduate Office recognize that much needs to be done to bring all of our graduate work to the high standard of excellence that we all desire to attain. We believe that progress has been made, and we will welcome your helpful suggestions to accelerate the pace.

July 5, 1955

The important role which graduate students have in extending the creative work of faculty members, in contributing to knowledge and in lightening the heavy load of teaching responsibilities places a high premium on their services. Every university is anxious to attract to its campus the best minds among those qualified for advanced study. There is, therefore, exceptionally intense competition for these gifted men and women. This competition is reflected in steadily rising stipends for graduate assistants, in reduced service obligations which permit fulfillment of degree requirements in shorter periods of resident study, in waiver of tuition and fees and in provisions for satisfactory housing. Institutions which do not or cannot keep pace with these growing inducements for graduate students find themselves at a distinct disadvantage in the competition for the ablest of those who express an interest in advanced study.

This situation imposes serious problems for us, particularly in the School of Engineering where the high salaries available in industry bring an additional, and serious complication, to an already difficult situation. These problems have been the subject of considerable study during the past academic year.

It seems clear that if we are to receive our share of the best graduate material, we must be able to offer stipends comparable with those available in the major universities of this country.

THE ROLE OF GRADUATE EDUCATION

Every university recognizes that, in addition to its responsibility for the preservation of knowledge through its teaching program, it has a primary obligation to promote any research investigation important to the lives and well-being of the people it serves. Knowledge is the one dependable weapon with which we may attack the problems that surround us on all sides and our only means of preparing ourselves for the problems of future years. Recognizing this fact the State of North Carolina has created and supported a great university system so that it may devote a fair share of its financial resources to this high purpose. The contributions to knowledge made by the faculties and graduate students in the several units of our university system have brought it a distinguished reputation in all parts of the civilized world.

Universities are communities of scholars--men and women who dedicate their lives to the preservation and extension of knowledge. Knowledge is preserved by instructing each rising generation in the understanding man has gained of himself and the world in which he lives through thousands of years of study and effort. The four years of undergraduate work are devoted to this purpose. The years spent in postgraduate study are directed along different channels. Graduate study is instruction and training in the methods through which knowledge may be acquired. The graduate student is more concerned with the meaning of facts than with the collection of facts.

Young men and women engaged in graduate study are learning the "how" and "why" rather than the "what." They are being trained to push back the boundaries of ignorance, to master the methods of scholarship so they

may add to man's understanding of the world in which we live. These young men and women will control the future. In their hands will rest our success in meeting and overcoming the problems that will face mankind in the years to come. The importance of graduate training cannot be over-emphasized, for it is literally true that the competence of graduate training will determine the measure of success we can achieve in surmounting the countless problems that civilized society must face in future years. The conquest of disease, the effective use of atomic energy, the production of food and clothing, the management of social institutions, to list only a few, all depend upon the knowledge and understanding acquired in graduate study.

Much has been said, and written, about the cost of graduate education. One might almost gather the impression that graduate students were a kind of parasite receiving much from a university and giving little but trouble and expense in return. The fact that large numbers of our graduate students come to us from beyond the boundaries of the State is held up as a matter of concern. It is implied that these students receive a costly graduate training at State expense and then leave so that the heavy investment in their education is lost to our citizens. The suggestion is made that we should restrict our support of graduate training and spend more money in our undergraduate programs since these reach more of our own citizens. Let us examine these charges more closely.

First of all, it should be clearly understood and never overlooked that graduate students are required as a part of their training to make some contribution to knowledge. For the more advanced degrees these contributions must be substantial. The information obtained by the research

studies of graduate students may have very great and immediate practical importance. The discovery of a way of controlling an important disease of tobacco, the discovery of a method of controlling the ravages of a destructive insect pest, the production of new and improved varieties of corn, cotton, peanuts and other food plants, the development of better textile fabrics, of better methods of using wood or raising forest trees, the production of better animals well adapted to our climate and forage crop--all return to the State many, many times the cost of the training given the student who achieves these goals.

Perhaps even more important than such tangible results of graduate student research are the less obvious but vitally important contributions to basic knowledge which come from graduate student research. It is knowledge of this kind which builds the foundations for future work. It is this basic knowledge which makes it possible for us to meet and solve new problems as they arise. Without this great reservoir of fundamental knowledge we could hope for little progress in solving the practical problems that threaten our welfare.

Every graduate student is an extra pair of hands for the professor under whom he works. Every graduate student enlarges the creative effort of our faculty scholars. Without graduate students the research achievements of our universities would be but a small fraction of their present volume. Without graduate students, we could not expect to maintain our present progress in deepening our understanding of natural phenomena.

The entire teaching program of universities must depend upon the young men and women who receive advanced training, for only those persons who are well informed in the methods of scholarship can discharge the

teaching responsibilities imposed upon the faculties of colleges and universities. It is graduate training that provides the source of teachers that make universities possible. The familiarity with the spirit of original investigation that is a part of all graduate study adds much to the vigor and enthusiasm of the teaching program of every institution of higher learning.

Only students with superior college records are admitted to the graduate school. Universities that have distinguished faculties and adequate facilities are able to draw upon the best minds of the student population of this and other countries. At North Carolina State College approximately half of the graduate students have come from beyond the boundaries of North Carolina. This means that we have brought to this State many of the best young minds in the country and set them to work under the direction of our faculty on problems of interest and importance to us. No qualified resident of North Carolina has been denied admission to graduate study, and we have been able to augment the intellectual resources available in the State by bringing to North Carolina some of the ablest young men and women in other parts of the country to work with us on our problems. Experience shows that many of these students remain in the State after completing their university work.

No reputable university restricts its graduate programs to citizens of the state in which it is located. Political boundaries do not define the areas of intellectual competence. It is vitally important that graduate training be given to superior minds and every university is eager to bring to its campus the ablest minds, wherever they may exist, to participate in the solution of problems of fundamental importance to the

welfare of the citizens of the State and Country. The more distinguished a university the greater the number of students coming to its campus for advanced study. Such universities are able to make rapid progress in advancing knowledge because they are able to augment the resources of their staff members with the creative work of the ablest young minds in the country.

President Killian of the Massachusetts Institute of Technology, one of our great research institutions, has pointed out that the United States is dependent for most of its uncommitted research as well as a great volume of applied research upon a mere handful of men--probably not more than 10,000 men in the universities of this country. "This is," he says, "the most graphic way I know of for pointing out how important it is that we provide the best possible conditions for this handful of men to carry out their work effectively and that we give them support in the form that will free them for creative activities." Robert M. Hutchins, former Chancellor of the University of Chicago, sums up the matter very succinctly in saying "Education may not save us, but it is the only hope we have."

Universities are centers of ideas, centers of creative thinking. To them we are entrusting our future. It is clear that whatever the future may hold in store, we will need more well trained people as teachers and more of the competent people who are free to give their time to the exploration of the unknown. Upon these small but dedicated groups will rest the responsibility for charting our future progress.

February 21, 1955

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL ✓

Meeting: July 26, 1955

DECISION:

1. Advanced students are authorized to register for special research courses during the remainder of the summer. This does not authorize any additional compensation for staff members.

REMINDER:

1. Summer graduation will be held at 10:00 a.m., Saturday, August 13th in Room 242 Riddick Laboratory. Each dean is responsible for individually presenting candidates for degrees in his school. Academic costume will be worn by the platform group and the candidates for degrees. Faculty attendance is optional.

NEXT MEETING:

Tuesday, August 9, 1955

Chancellor's Office - 2:30 p.m.

AGENDA: (Open)

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: August 8, 1955

DECISION: -----

REMINDER: -----

NEXT MEETING: Tuesday, August 23, 1955
Chancellor's Office - 2:30 p.m.

AGENDA:

1. Consideration of Admissions Committee recommendation that a \$10.00 application fee be levied. This fee to be applied to tuition if the student enters North Carolina State College. The fee will be refunded only if the application for admission is denied.

Volume.

Next meeting

Aug. 23, 1955

Study Dr. Fulkner to attend.
Please JH

August 8, 1955

RECOMMENDATION FROM THE ADMISSIONS COMMITTEE TO THE
ADMINISTRATIVE COUNCIL:

The Admissions Committee recommends that a \$10.00 application fee be levied. This fee to be applied to tuition if the student enters North Carolina State College. It will be refunded only if the application for admission is denied.

This recommendation was made after a report by the Admissions Office that last year 949 applications were processed for students who failed to register, and that each year the Admissions Office spends a large amount of time and effort processing such applications.

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: August 23, 1955

DECISION:

1. SCHOOL OF GENERAL STUDIES COURSES: Monetary Theory, Intermediate Economic Theory, National Income Analysis, Welfare Economics, Economic Growth and Development, Advanced Economic Theory and History of Economic Thought Courses change in number and/or hours approved. (Each dean has been furnished a copy of these changes.)

REMINDER: -----

* * * * *

NEXT MEETING:

Tuesday, September 6, 1955

Chancellor's Office - 2:30 p.m.

AGENDA: (Open)

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL ✓

Meeting: September 6, 1955

DECISION: -----

REMINDERS:

1. All deans are requested to be prepared to introduce new staff members at the Faculty Meeting, 3:00 p.m., September 14th, in Pullen Hall.
2. All deans are requested to have the required loyalty oath discussed with all staff members. Loyalty oath forms will be sent from the Business Office to each dean's office.
3. All deans are requested to submit by 5:00 p.m. Monday, September 19th, lists of their faculty members who desire to accept Eastern Air Lines invitation for free ride.

NEXT MEETING:

Tuesday, September 13, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Admission and re-admission policies and enrollment goals.

✓Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: September 13, 1955

DECISION: _____

REMINDERS:

1. Dean Lampe will distribute to all Administrative Council members copies of School of Engineering Committee Report on recommended Admission Policies for Engineering students.
2. Invitation of Eastern Air Lines for free ride extended to include all full-time staff members with faculty status.
3. Printing requests for Second Quarter due in Chancellor's office by October 1, 1955.

NEXT MEETING:

Tuesday, September 27, 1955
Chancellor's Office - 2:30 p. m.

AGENDA:

1. Open.

SEPTEMBER 15, 1955

MEMO TO: ALL DEANS AND MEMBERS OF THE ADMINISTRATIVE COUNCIL

The following item has been added to the AGENDA for the next meeting of the Administrative Council, scheduled for Tuesday, September 27, 1955, in the Chancellor's Office at 2:30 p.m.:

1. The College Catalog: Purpose, frequency of publication, contents in general, method of dating, etc.

NORTH CAROLINA STATE COLLEGE

OF THE
UNIVERSITY OF NORTH CAROLINA
RALEIGH

SCHOOL OF ENGINEERING

J. H. LAMPE, DEAN

September 19, 1955

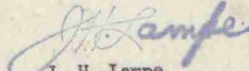
Members of the Administrative Council
N. C. State College

Gentlemen:

The School of Engineering through its Planning Committee over the past year has been studying the matter of entrance requirements looking forward to the development of some selective process. At a Faculty meeting of the School of Engineering in May, 1955, the recommendations of the Planning Committee were submitted for consideration and action. The Engineering School Faculty unanimously endorsed the report of the Planning Committee on entrance procedures. This report recommends the successful passing of written examinations to qualify for admission to the School of Engineering. Prior to the Faculty meeting in May, individual faculty groups had met on several occasions to consider the report.

I am submitting a copy of this report to each of you. I hope that we can discuss it at a meeting of the Council, looking forward to the possible adoption of some system for North Carolina State College.

Sincerely yours,



J. H. Lampe
Dean of Engineering

JHL:H
Enc.

Report of
The Planning Committee
School of Engineering

on

Entrance Requirements

North Carolina State College
Raleigh, North Carolina

April 4, 1955

(Adopted by the Executive Committee of the School of Engineering, April 5, 1955 for referral to Faculty Discussion Groups and subsequent action by Engineering Faculty.)

ENTRANCE REQUIREMENTS IN THE SCHOOL OF ENGINEERING

Background:

The need for a general re-examination of entrance requirements at North Carolina State College has been accentuated by at least two factors. First, the progressively increasing number of high school graduates enrolling at State College is overtaxing teaching facilities. Since funds are not presently available to provide an adequate teaching staff for this increased enrollment, some form of regulation of admissions is imperative if present standards of instruction are to be maintained. The projected doubling of college enrollments during the next 15 years further emphasizes the urgency of this need. A second factor is the high mortality rate among high school graduates who are permitted to enter State College even though they are poorly prepared in mathematics and English. College records show that of a given freshman class in engineering fewer than 50% will be enrolled at the beginning of the fourth year, and only 26% will graduate within the normal four-year period. An additional 13% will graduate at the end of five years giving a total of less than 40% graduating after five years. While it is recognized that public instruction at the college level should be made available with a minimum of restrictions, a serious injustice is done whenever poorly or inadequately prepared students are permitted to enroll in engineering curricula and spend their time and money when their chances of completing the program are only slightly better than one in three.

In order to enroll in the Engineering School of North Carolina State College under the present entrance requirements a student must be of sound moral character, at least 16 years of age, and a graduate of an accredited high school. A total of 15 units of high school subjects are required, 14 of which must be in academic subjects with the following specific requirements in English and mathematics:

English - four units minimum, plus a satisfactory score on the English placement test given to all entering freshmen. Mathematics - one and one half units of algebra, one unit of plane geometry and one half unit solid geometry, plus a satisfactory score on a mathematics placement test. For failure to meet the requirements in English and mathematics the student is not denied admission, but is required to take non-college credit (high school) courses to remedy those deficiencies. A very important fact in connection with the present entrance requirements is that only 22% of the presently enrolled freshmen in engineering came to State College having no deficiencies in high school subjects.

Tabulated below are entrance requirements and the percentages of entering students enrolled in non-college credit courses, both at N. C. State College and other similar institutions.

Engineering Schools

Entrance Requirements and Deficiencies

<u>High School Units Required</u>	<u>N.C.S.C.</u>	<u>U. Ill.</u>	<u>U. Maine</u>
English	4	3	4*
Algebra	1½	2 (1)*	2*
Plane Geometry	1	1*	1*
Solid Geometry	1/2	1/2	-
History	-	-	-
Science	-	1/2 (Trig.)	1
Total	15	15	16
<u>Entrance Deficiencies</u>			
English	17%	32%	none
Mathematics	70%	60%	none
Freshmen Graduating in Four Years -	26%	30%	55%

Admission to Engineering School denied for deficiencies marked.*

It should be noted that in institutions like the University of Maine, where completely rigid entrance requirements are in effect no non-credit courses are offered. In this case the percentage of students graduating in four years is substantially higher than it is in institutions that accept poorly prepared high school graduates and attempt to make up their deficiencies by offering high school work after admission to college.

In response to the argument that higher entrance requirements would deny admission to good students who are deficient in certain areas through no fault of their own, it should be pointed out that numerous facilities are available elsewhere for making up high school deficiencies. As a matter of fact, a careful study of this situation has revealed that deficient high school graduates may enroll at various local colleges and junior colleges in North Carolina and make up deficiencies at a very substantial saving in comparison to expenses at North Carolina State College. Comparative figures (from the respective college catalogs) for estimated total expenses for one year of college work are as follows:

N. C. State College -	\$1,000.00
Mars Hill College -	670.00
Campbell College -	589.50
Western North Carolina -	522.00

Thus it is seen that one year spent in the removal of high school deficiencies at a local college would cost slightly more than half of the total expenditure at N. C. State College. If college level courses are taken for the purpose of transferring credits to N. C. State College, then an expansion of the present cooperation and coordination between N. C. State College and the local colleges in arranging uniform engineering courses would be extremely desirable.

Recommendations:

The Planning Committee of the School of Engineering believes it is extremely important that high scholastic standards be maintained in all engineering curricula.

With this promise in mind, and after a thorough and comprehensive review of the admissions problem, the committee recommends:

(1) That an entrance examination be given in the Spring and Fall of each year (administered by State College personnel on or off campus), and that admission to the School of Engineering be denied all students who fail to make a specified minimum score on this examination. Solid geometry would be included in the examination but it would not be used in the evaluation of the examination in so far as entrance is concerned. A procedure for setting up this examination is given below.

(2) That placement in the non-credit course in solid geometry be determined by that part of the entrance examination on solid geometry.

(3) That placement in non-credit courses in review algebra and plane geometry be permitted only with the approval of the student's advisor and the Mathematics Department. If a student feels or exhibits the need for additional preparation in mathematics he should be permitted or required to take review courses subject to proper approval.

(4) That any student who fails a non-credit course in mathematics be dropped from the School of Engineering.

(5) That the statement of entrance requirements for the School of Engineering with respect to high school credits in mathematics (pp. 5-6 1954-55 catalog) be changed by the deletion of references to specific subjects. The revised statement would then read: "The applicant should present at least 3 units of high school work in mathematics."

(6) In exceptional cases applicants not having earned the three units of high school work in mathematics may be admitted by passing the entrance examination in mathematics as described in (1) above.

(7) That an information sheet on entrance requirements for the School of Engineering be prepared and distributed in the Spring of each year to all prospective students in the junior and senior years of high school. Information to be included on this sheet is suggested below.

Recommended Procedure for Establishment of an Entrance Examination in the
School of Engineering

(A) Using results of present placement tests, weight mathematics 2 and English 1 and compute a composite score.

(B) Compare this score against a suitable standard, the initial standard being the composite score made in 1954 by men at the top of the second decile.

(C) Applicants whose composite scores do not exceed the score in (B) above are to be denied admission to the School of Engineering.

(D) A suitable placement test in solid geometry is to be given also, but the results of this test are to be used for placement in the non-credit course in solid geometry rather than in evaluation of applicants for admission.

(E) A reasonable transition period should be allowed before this admission policy is fully established in order that prospective students will be fully informed of the policy.

Recommended Information to be Distributed to Prospective Engineering Students:

(A) A statement of the methods of admission in conformity with the statement as given on p. 7 of the 1954-55 issue of the State College Record.

(B) A statement of admissions requirements as stated on pp. 6-7 of the 1954-55 issue of the State College Record amended in conformity with this report with special emphasis placed on the necessity of making a satisfactory score on the required entrance examination.

C. Entrance Examination: The entrance examination shall include material covered in the following high school courses:

- | | | |
|---------------------------------------|---|--|
| 1. English, 4 units | } | to be used to establish qualifications
for entrance |
| 2. Algebra, $1\frac{1}{2}$ units | | |
| 3. Plane Geometry, 1 unit | | |
| 4. Solid Geometry, $\frac{1}{2}$ unit | | to be used for placement purposes only. |

Applicants are urged to present these credits for admission since they must pass the entrance examination on them.

The best way to learn these subjects is to take them in high school.

Other methods of learning these subjects are:

- a. Go to high school summer school
- b. Take courses at a college near home
- c. Take summer work at State College
- d. Take an Extension Course from State College or another college.
- e. Study under a tutor
- f. Study a text by yourself, but try this only if you are a good student.

Applicants should review their high school mathematics and English before taking this examination. Experience has shown that those who do not do well on this examination should take review work in college. This puts them behind in their work and usually makes it necessary for them to come to summer school following their freshman year if they wish to finish their college work in four years.

(D) Advanced Standing in Mathematics: Any entering student who has had more mathematics than that required for entrance may start his college mathematics at an advanced level, provided that he passes an examination in each college course for which he requests credit.

Submitted by the Planning Committee of the School of Engineering:

W. W. Austin

A. R. Eckels

V. M. Faires

H. A. Fisher

R. D. Furlong

G. B. Hoadley

J. F. Lee

A. C. Menius

R. E. Fadum, Chairman

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: September 27, 1955

DECISIONS: -----

REMINDERS:

1. All Administrative Council members are invited to a buffet supper, followed by a meeting, at the home of Dean J. H. Lampe on Monday night, October 10th, at 6:30 p.m., for the purpose of discussing the admissions policy for North Carolina State College.

NEXT MEETING:

Tuesday, October 11, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Admissions Policy.
2. Report of Calendar Committee - Dean Kirkland, Chairman.
3. Summer School: two, six-week sessions or one, nine-week session.
4. Report on plans for the college catalog.

[Approved by Administrative Board
School of General Studies
October 6, 1955]

SELECTIVE ADMISSIONS AND THE NEEDS OF STUDENTS

The Problem. At the present time, State College is faced with the serious problem of reconsidering its admissions policies. Should the College, in anticipation of increased numbers of prospective students attaining college age now and in the next decade, restrict admissions on the basis of high-school records and/or examinations, OR (as a state-supported institution and a part of the public education of the state) should it offer opportunities for college work to all who have qualified through high-school graduation and met reasonable college entrance requirements? Strong arguments can be offered for either of these positions: those favoring selection point to the necessity for raising academic standards and the very limited budgets under which we will probably have to operate; those favoring equality of opportunity point to the role of State College as the Land-Grant College or "Peoples' University" and take pride in its strong support among the citizens of the state -- support which might be jeopardized if enrollments became unduly restricted.

At this same time, State College is faced with another problem growing yearly more acute. The numbers of students seeking entrance to State College are not balanced in accordance with our abilities to handle them in various curricula, nor in accordance with the students' abilities or the needs of the state. At the moment, Engineering is a glamorous profession, and more than half our students desire to enter this field. Yet Agriculture, Education, Forestry, and Textiles are not getting the students they need and can handle with present staff and facilities. This fact complicates the long-range determination of a selective admissions policy, since it appears to necessitate different entrance requirements for each school -- requirements which would discourage enrollment in Engineering and attract enrollment in the other schools. But a policy of different entrance requirements would make it difficult, if not impossible, to maintain high and consistent academic standards throughout State College, and it would, furthermore, have little effect in equalizing the imbalance which now exists between schools. What is really needed is not a hurdle to discourage students from entering any particular field, but a period of testing, counselling, and guidance which will insure that every educable North Carolina citizen gets the education he wants and needs to fill his useful role in our society.

A Suggestion. It would appear that in this case a workable and defensible solution can be achieved. This solution will do two things: (1) it will offer opportunities for all high-school graduates of North Carolina to try themselves in college work of the technical variety that State College represents; and (2) it will insure that students entering the technical curricula are prepared for work in that curriculum and should be able to follow through [at least in greater proportions than now] to graduation in that field.

The following is suggested as basis for discussion in an attempt to solve the complex admissions-graduation problem:

(1) Establish a common freshman year for all students who meet the minimum college entrance standards. This freshman year, as determined by an all-college committee, should consist primarily of basic subjects applicable to all curricula, and should contain room for some elective work in which the student could try his hand in the technical area in which he was primarily interested. Probably a course orienting all students to all the curricula of State College should be included in the first semester to show the many opportunities State College offers.

(2) Attach to this common first year such ancillary services as (a) testing, (b) guidance, (c) counselling, and (d) remedial programs.

(3) Permit each technical school to set its own admissions requirements to the technical curricula under its administration.

If this basic idea appears to have promise, other matters should be considered. A restriction on the time a student may stay in the unclassified curriculum should be made. Second-year terminal programs could be worked out in various areas for students incapable of meeting the academic requirements of the degree programs. Students desiring to change curricula might qualify by returning to this status.

Advantages of the Proposal. A common first year of college work for all qualified high-school students, with entrance into technical curricula at the start of the second year, would permit State College to put its best face to the citizens of the state. We could report that we were taking all students; yet at the same time we could admit students to degree curricula on the basis of sound academic work within our own walls, and should be able to predict success on a basis sounder than that provided by high-school records or one-shot examinations. And with proper guidance, testing, and counselling of all students, we might salvage many of our students who now find themselves in fields for which they are unsuited. We will be turning out men who feel that their lives have been made better by State College, rather than men who recall only failure.

North Carolina State College

Raleigh, N. C.

October 7, 1955

School of Education

To: Dean J. J. Stewart
Dean D. W. Colvard

From: J. Bryant Kirkland, Chairman, Calendar Committee

Following our meeting last Monday I have prepared a calendar for the 1956-57 and 1957-58 academic years in accordance with your suggestions.

The proposed calendars are very similar to the ones proposed by the Committee on Instructional Personnel and the Deans of the various schools at the University of North Carolina. The beginning of the semesters, the time devoted to orientation and registration, the holidays and the number of class days are identical. We differ only in the use of time before classwork begins and after the last day of classwork. We are recommending that one day between registration and first day of classes be set aside for students to get books, supplies, etc. One day is also set aside as a "reading day" between the last day of classes and the first day of final examinations. Since we devote only five instead of eight days to final examinations our semesters end two days earlier than those at the University of North Carolina.

All in all I feel that we have done as much as possible to prepare a common calendar. Copies of this letter and the proposed calendars are being sent to members of the Administrative Council for consideration on October 11.

I have prepared a calendar for the summer of 1957 on the assumption that a six-week term or two six-week terms are preferable to a nine-week term. I did not get a summer calendar from the University.

COLLEGE CALENDAR
1956-57

Fall Semester, 1956

Sept. 13	Thurs. 3 P. M. 7 P. M.	General Faculty Meeting Freshman Assembly
Sept. 14	Friday - Monday Noon	Freshman Orientation & Testing
Sept. 17	Mon. 1 - 4 P.M.	Freshman Registration
Sept. 18	Tuesday	Registration of Upperclassmen
Sept. 19	Wednesday	Purchase books, supplies, etc.
Sept. 20	Thurs. ^{Wed} 8 A. M.	Classes begin. Late registration fee of \$5.00 payable by all registering after Sept. 18
Sept. 22	Sat. Noon	Last day for registration
Sept. 27	Thursday	Last day to add a course
Oct. 11	Thursday	Last day to drop a course without penalty
Nov. 17	Saturday	Mid Term Reports
Nov. 21	Wed. 1 P. M.	Thanksgiving recess begins
Nov. 26	Mon. 8 A. M.	Classwork resumes
Dec. 19	Wed. 6 P. M.	Christmas vacation begins
Dec. 29	Saturday	Last day for withdrawing from School without Failures
Jan. 3, 1957	Thursday 8 A. M.	Class work resumes
Jan. 19	Saturday 1 P. M.	Last day of classes
Jan. 21	Monday	Reading day
Jan. 22	Tuesday 8 A. M.	Final examinations begin
Jan. 26	Saturday 6 P. M.	Final examinations end.

Spring Semester, 1957

Jan. 30	Wed. 8 A. M - 4 P. M.	Registration
Jan. 31	Thursday	Purchase books, supplies, etc.
Feb. 1	Friday	Classes begin. Late registration fee of \$5.00 payable by all registering after January 30.
Feb. 4	Monday	Last day for registering
Feb. 8	Friday	Last day to add a course
Feb. 22	Friday	Last day to drop a course without penalty.
Mar. 30	Saturday	Mid Term Reports
Apr. 18	Thurs. 6 P. M.	Spring recess begins
Apr. 23	Tues. 8 A. M.	Class work resumes. Last day for withdrawing from School without failures.
May 21	Tues. 6 P. M.	Last day of classes
May 22	Wednesday	Reading day
May 23	Thurs. 8 A. M.	Final examinations begin
May 28	Tues. 6 P. M.	Final examinations end
June 2	Sunday	Commencement

SCHEDULE - SUMMER, 1957

6 day week - 6 weeks term

30 - 75 minute periods

Pd. 1	8 - 9:15
Pd. 2	9:20 - 10:35
Pd. 3	10:40 - 11:55
Pd. 4	12:00 - 1:15
Pd. 5	1:20 - 2:35
Pd. 6	2:40 - 3:55
Pd. 7	4:00 - 5:15

SCHEDULE - SUMMER, 1957

5 day week - 6 weeks term

25 - 90 minute periods

Pd. 1	8:00 - 9:30
Pd. 2	9:35 - 11:05
Pd. 3	11:10 - 12:40
Pd. 4	12:45 - 2:15
Pd. 5	2:20 - 3:50
Pd. 6	3:50 - 5:20

SUMMER SESSION

1957

First Term

June 10	Monday	Registration
June 11	Tuesday	Classes begin
July 16	Tuesday	Last day of classes
July 17,18	Wed-Thurs.	Final examinations

Second Term

July 19	Friday	Registration
July 20	Saturday	Classes begin
August 22	Thursday	Last day of classes
August 23,24	Fri-Sat.	Final examinations

COLLEGE CALENDAR

1957-58

Fall Semester, 1957

Sept. 12	Thurs. 3 P. M. 7 P. M.	General Faculty Meeting Freshman Assembly
Sept. 13	Friday - Monday Noon	Freshman Orientation & Testing
Sept. 16	Mon. 1 - 4 P. M.	Freshman Registration
Sept. 17	Tuesday	Registration of Upperclassmen
Sept. 18	Wednesday	Purchase books, supplies, etc.
Sept. 19	Thurs. 8 A.M.	Classes begin. Late regis- tration fee of \$5.00 payable by all registering after September 18
Sept. 21	Sat. Noon	Last day for registration
Sept. 26	Thursday	Last day to add a course
Oct. 10	Thursday	Last day to drop a course without penalty
Nov. 16	Saturday	Mid Term Reports
Nov. 27	Wed. 1 P. M.	Thanksgiving recess begins
Dec. 2	Mon. 8 A. M.	Classwork resumes
Dec. 18	Wed. 6 P. M.	Christmas vacation begins
Dec. 28	Saturday	{ Last day for withdrawing from School without Failures Classwork resumes
Jan. 2, 1958	Thursday 8 A. M.	
Jan. 18	Saturday 1 P. M.	Last day of classes
Jan. 20	Monday	Reading Day
Jan. 21	Tuesday 8 A. M.	Final examinations begin
Jan. 25	Saturday 6 P. M.	Final examinations end

Spring Semester, 1958

Jan. 29	Wed. 8 A. M. - 4 P. M.	Registration
Jan. 30	Thursday	Purchase books, supplies, etc.
Jan. 31	Friday	Classes begin. Late registration fee of \$5.00 payable by all registering after January 30.
Feb. 3	Monday	Last day for registering
Feb. 7	Friday	Last day to add a course
Feb. 21	Friday	Last day to drop a course without penalty
Mar. 29	Saturday	Mid Term Reports
Apr. 17	Thurs. 6 P. M.	Spring recess begins
Apr. 22	Tues. 8 A. M.	Classwork resumes. Last day for withdrawing from School without failures
May 20	Tues. 6 P. M.	Last day of classes
May 21	Wednesday	Reading Day
May 22	Thursday 8 A. M.	Final examinations begin
May 27	Tuesday 6 P. M.	Final examinations end
June 1	Sunday	Commencement

SUMMER SESSION
1958

First Term

June 9	Monday	Registration
June 16	Tuesday	Classes begin
July 15	Tuesday	Last day of classes
July 16, 17	Wed.-Thurs.	Final examinations

Second Term

July 18	Friday	Registration
July 19	Saturday	Classes begin
August 21	Thursday	Last day of classes
August 22, 23	Fri.-Sat.	Final examinations

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: October 11, 1955

DECISION:

1. SUMMER SCHOOL for 1956, 1957 and 1958 approved for two (2), six (6) week sessions, with five (5) days a week.

REMINDER:

1. All Administrative Council members will meet on Monday night, October 24th, to discuss the admissions policy for North Carolina State College. Time and place will be announced at a later date.

* * * * *

NEXT MEETING:

Tuesday, October 18, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. College Calendar
2. Report on plans for the college catalog.

NORTH CAROLINA STATE COLLEGE

A UNIT OF THE CONSOLIDATED UNIVERSITY OF NORTH CAROLINA

RALEIGH

THE GRADUATE SCHOOL

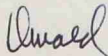
October 15, 1955

MEMORANDUM TO MEMBERS OF THE ADMINISTRATIVE COUNCIL

Mrs. Anderson and I would like very much to have you come to our home for dinner on the night of October 24 after which we can continue the discussion on admissions policy which we began so effectively at Dean Lampe's home.

Dinner will be served at 6:30 p.m. We will appreciate your letting us know whether or not it will be possible for you to attend.

Sincerely,



Donald B. Anderson
Associate Dean of the
Graduate School

DBA:ph

*Accepted by phone
10/17/55*

ADMISSIONS REQUIREMENTS

[Approved by Administrative Council, October 24, 1955.]

METHODS OF ADMISSION

An undergraduate student may be admitted to North Carolina State College by one of the following methods:

1. By having a certificate of graduation presented by an accredited high school or an approved preparatory school, with approval of the principal of the school.
2. By passing special entrance examinations.
3. By qualifying as a mature special student.
4. By having evidence of previous college credit of acceptable quality submitted by an accredited institution of higher learning.

Applications and credentials for admission should be submitted to

Director of Admissions
Holladay Hall
North Carolina State College
Raleigh, North Carolina

Applications for admission will be considered between the following dates

For Fall Semester, 1955 March 1--September 1

For Spring Semester, 1956 October--January 1

For Admission of Graduate Students, see the special catalog of the Graduate School.

REQUIREMENTS FOR ADMISSION

Courses of study at North Carolina State College are based on the assumption that the entering student has (a) competence in oral and written expression; (b) efficient study and reading skills; (c) the mathematical skills normally gained in secondary school instruction; and (d) broad preparation in approved fields of study.

NON-RESIDENT APPLICANTS

State College is unable to accept all the out-of-state applicants for admission. By trustee action, the College can accept only highly qualified out-of-state students.

The administration has ruled that all students whose parents have not been domiciled in North Carolina for more than six months immediately preceding the day of their first enrollment in the institution shall be termed out-of-state students, with the following exceptions:

Students twenty-one years of age at the time of their first matriculation who have resided in North Carolina for more than one year, other than by virtue of attendance at another college or temporary military assignment, preceding the day of their first enrollment.

Children of regular employees of the Federal Government stationed in the State of North Carolina; and

Children of regular employees of the Federal Government who are employed outside of the State, but who through law are permitted to retain their North Carolina citizenship.

A student cannot claim a change in resident status after matriculation. The furnishing of incomplete or incorrect information regarding residence may result in the student's dismissal from college.

The Registration Office determines each student's residence status on the basis of existing information and interpretation of regulations. Appeals from such classification may be made to the Consolidated University Administration, through the College Business Office, on forms obtainable from the Registration Office.

If the student does not offer American History for admission, he must complete one semester of American History or American Government as part of his

college program. If he is officially registered for the course, he will receive college credit for it. Foreign students are required to complete a course in American History before graduation.

ADMISSION BY CERTIFICATE OF GRADUATION

To be admitted to North Carolina State College by certificate of graduation a resident student must be at least 16 years of age, of sound moral character, and must present: (1) certification of graduation from an accredited high school; and (2) recommendation of his high-school principal for college work. He should present at least 16 units of completed high-school work, 11 units of which are distributed as follows:

English (or English and Speech)		4 units
Mathematics		3 units*
(Algebra	2 units	
Plane geometry	1 unit)	
Social Science		2 units
(American History 1 unit)		
Natural Science		2 units
		<hr/>
		11 units

The remainder of the 16 units will be accepted from other courses, except that not more than one unit will be accepted from activity courses such as physical education, music, band, or military science.

*Since mathematics is of such great importance in present-day technical curricula, State College requirements are somewhat rigorous in this area of the student's preparation. Two units of algebra and one unit of plane geometry are considered minimum preparation for all curricula. Students presenting only one unit of algebra or no plane geometry must take special non-credit courses to meet these deficiencies. Courses scheduled to meet deficiencies in these areas will not carry college credit. Registration

in regular college courses in mathematics will be delayed until this work is completed. Students in Engineering, Architecture, Agricultural Engineering, Agricultural and Biological Chemistry, and Mathematics Education are required to present solid geometry for admission. A special non-credit course is offered for applicants who have not taken the work in high school. This deficiency must be removed before the student begins his regular mathematics sequence in curricula named. It is wise for the student planning to enter any of these curricula to make every effort to complete required courses in mathematics in high school before applying to State College, or to take them in summer school, or by correspondence, at the College prior to entering as a freshman in the fall.

ADMISSION TO PROFESSIONAL SCHOOLS

To be eligible for admission to any of the professional schools (Agriculture, Design, Education, Engineering, Forestry, and Textiles), all students will take written examinations in English, Mathematics, and General Aptitude, and must meet the scores required by the individual schools. These examinations will be given throughout the state before May 15th of each year, and will be repeated on the State College Campus in early June, late August, and in the week immediately before registration.

Students who are undecided as to final choice of curriculum or who have not met the qualifications for admission to the professional school of their choice will be enrolled in the School of General Studies, where they will be given testing, guidance, and counselling to assist them in making wise decisions regarding their future college careers. Special remedial courses in English and mathematics will be offered those students weak in these particular areas.

When they have met the eligibility requirements of the school of their

choice, students may transfer from the School of General Studies into that school. This may take place at the end of the first semester or any semester thereafter. Students may not remain in the School of General Studies for more than two years without committing themselves to a degree program. They must also maintain the same academic requirements for continuing their studies as the students in the professional schools.

ADMISSION BY SPECIAL EXAMINATION

Students who have been graduated from non-accredited high schools and mature students who have not completed high school work may qualify for acceptance as students working for a degree by passing entrance examinations. These examinations will cover approximately the work expected of regular high school graduates.

ADMISSION AS A MATURE SPECIAL STUDENT

Admission to the College in this category requires the recommendation of the Dean of the school concerned and will be granted only upon submission of satisfactory records of education and experience. The usual college entrance requirements may be waived for mature students, but regular college rules of scholarship will apply after admission. The special student may not represent the College in any inter-collegiate contest or become a member of any fraternity, professional or social.

ADMISSION AS AN UNCLASSIFIED STUDENT

Admission as an unclassified student requires the recommendation of the Dean of the school in which the student wishes to enroll. Unclassified students must meet the same requirements as regular students and must adhere to the rules and regulations of the College. If at a later date an unclassified

student wishes to change to regular status, his credits must be evaluated for his major. Credits earned by the student while he is unclassified will be accepted only if he has completed the proper prerequisites. Where credit is allowed, the student will receive the grades he earned in the courses accepted for credit.

ADMISSION BY PRESENTING EVIDENCE OF CREDIT EARNED FROM ANOTHER ACCREDITED INSTITUTION OF HIGHER LEARNING.

All students who transfer to State College from other colleges must have presented official transcripts of work taken at the other institution. A complete separate, official transcript must be sent directly to the Admissions Office from each institution attended. The prospective transfer student must be eligible to return to the institution last attended. The student's record, if of average grade or above, will be evaluated by the Dean or Director of Instruction of the school in which the student wishes to register. A \$2.00 transcript evaluation fee, payable to the Office of Registration, is charged for this service. Evaluation by the school will be final. Students whose records show work below average cannot be admitted to State College unless such admission is approved by the Admissions Committee. No previously earned credit can be erased from a student's record. Failure on the part of the student to have presented transcripts from all colleges previously attended may result in his dismissal from the College.

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: October 25, 1955

DECISIONS:

1. COLLEGE CALENDAR for 1956-57 approved as submitted with this correction: eliminate day for purchasing supplies, with classes to begin on day immediately following registration.
2. CHRISTMAS HOLIDAY for North Carolina State College employees to begin at noon December 24th and end at 8:30 a.m. Monday, January 2nd.

NEXT MEETING:

Tuesday, November 1, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Report on plans for the College Catalog.
2. Discussion of letter of appointment. (Each dean has been furnished a copy of this letter.)
3. *Commencement plans*
4. *President's report*

NAME _____ Semester _____ Year _____
Last First Middle

DEPARTMENT _____ Rank _____

SUMMARY OF REGULAR TEACHING RESPONSIBILITIES

(List each section separately)

Course Number	Name of Courses or Activity	Number Students	Number clock hours per week	
			Lecture or Rec.	Laboratory
TOTAL				

Note: If teaching of any of the above courses is shared with another professor, please so indicate.

SUMMARY OF EXTENSION TEACHING RESPONSIBILITIES

Specific Activity	Estimated Hours	Number of Students
Off-Campus Courses	(include all travel time)	
Night Classes		
Short Courses		
Correspondence Courses		

SUMMARY OF STUDENT ADVISING RESPONSIBILITIES

Adviser for _____ undergraduate students.
Member of _____ graduate student committees.
Chairman of _____ graduate student committees.

Per cent of salary from College Budget _____

Signed _____ Date _____

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: November 1, 1955

DECISIONS:

1. COLLEGE CATALOG - Proposed plan for printing a bulletin for prospective students approved, provided a regular college catalog is issued for each two-year period for use where required. Next regular catalog will be dated for academic years 1956-57 and 1957-58.
2. COMMENCEMENT EXERCISES - Suggested plan for commencement submitted by senior class officers approved as endorsed and amended by Faculty Senate. (Copy attached.) Advanced dates for commencements to be included in official college calendar.
3. FACULTY - TERMINATION OF YEAR'S WORK - The date on which faculty members will complete their work for the academic year will be determined by the dean of the school concerned.

REMINDERS:

1. Deans Shirley and Stewart will prepare a proposed schedule for submission of changes in courses, etc. for new college catalog.

NEXT MEETING:

November 22, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Consideration of committee report on contract research.

SUGGESTIONS FOR COMMENCEMENT 1956 BY SENIOR CLASS OFFICERS

1. Graduation date be changed and moved forward to May 27 instead of June 3. It is the feeling of the officers that a more successful program could be carried out before all the students and faculty leave for the summer, as demonstrated last year.
2. Examination exemption and early completion of Senior work: The officers of the Senior Class request consideration for exam exemption for those having ~~passing~~^B averages on an individual course basis. It is suggested that all seniors not eligible for exam exemption be permitted to take early exams and grades for these seniors to be in before the regular exam period starts.
3. One general exercise for all graduating, in Coliseum, in morning program; to include Baccalaureate Sermon. Remarks should be limited to President of the Senior Class, the Chancellor and the President. It is suggested that the Senior Class Officers be a part of the Platform Party. Suggest morning exercise begin at 10:30 a.m. in order to have more time between morning and afternoon programs.

The College Band could provide music for the occasion and a chime concert might be presented following the morning ceremonies.
4. School meetings in afternoon for the presentation of Diplomas to individual candidates by their Deans or Department Heads. It is suggested honors, high honors or other outstanding achievements be noted when the individual degree is presented. Suggest no formal address in afternoon programs, but brief remarks with emphasis on student participation.
5. Chancellor's Reception: It is suggested that a reception be held at the Chancellor's residence late on Saturday afternoon preceding graduation.
6. Senior Dance: An informal dance is suggested which could be held at the College Union on Saturday night before graduation. The class officers felt that if graduation can be moved forward to the weekend of May 27 - a dance would be appropriate, but if graduation is held on the weekend of June 3 - they would not recommend a dance.
7. Allow graduating students to have a voice in planning their diploma presentation programs in each afternoon school exercise.

The Division of Student Affairs will be responsible for the exercises with the help of the Faculty. The Military departments have agreed to furnish personnel for ushers, doormen and guides.

NORTH CAROLINA STATE COLLEGE

RALEIGH, NORTH CAROLINA

By authority of the Board of Trustees of the Consolidated University of North Carolina you have been appointed to the following position in North Carolina State College:

with a tenure of _____ beginning _____
and ending _____, to perform assigned duties during the
fiscal year at a salary of _____, which will be
paid in _____ monthly installments.

This appointment is made subject to the tenure policy of the college, to all applicable laws, to the Statutes and Regulations of the Consolidated University of North Carolina, and to the rules of Teachers' and State Employees' Retirement System.

Sincerely yours,

(Signature and Title of Appointing Officer)

Please indicate on the ^{triplimate} ~~three duplicate~~ sheets your action on this appointment, whether you accept or decline, and mail them to the above officer.

Approved:

_____ DEAN

_____ CHANCELLOR

Date _____

I _____ accept the above-named position under the terms and conditions set forth.
_____ decline

I _____ would like to participate in the College's Group Insurance and Group Hospitalization plans.
_____ would not

Separate
for individual
Choice

Signed: _____

Report of the Educational Policy Committee to the
Faculty Senate, November 8, 1955

Admissions Policy

The Educational Policy Committee, to which the Faculty Senate has referred the matter of an admissions policy at State College, has examined this problem as carefully as the limited time available permits. The Committee has considered the goals and philosophy of an admissions policy; it has studied some of the admissions problems confronting State College and its several schools; and it has attempted to analyze and evaluate some of the proposals that have been advanced as solutions to these problems.

The Committee believes that State College, as a land-grant institution and an integral part of the system of higher public education in North Carolina, should continue to offer admission and educational opportunity to as many young people as it can adequately handle. At this stage in the economic development of the state, and at this juncture so demanding of an enlightened citizenry, a cut-back in our educational services would be most unfortunate. The Committee recognizes, of course, that the pressure of student enrollment upon faculty and facilities is already heavy, especially in some schools and departments, and that such pressure may ultimately become so severe that State College must either sharply restrict admissions and services or receive materially greater support. Until that pressure becomes intolerable, and unless or until it becomes evident that such increased support will not be forthcoming, State College should continue its long-standing policy of providing maximum educational opportunity to qualified students.

The Committee has sought to reconcile this general goal with the obvious need of some of the technical schools and departments for relief from the mounting pressure of student numbers upon limited resources. The Committee believes that it is not numbers per se that constitutes the heart of the present problem, although

this may constitute the primary problem in future years. The present critical problem seems to be created by the necessity of somehow handling large numbers of students who are not yet ready, largely because of specific deficiencies, to go into the technical schools. A disproportionate part of the resources of some schools and departments is devoted to such students, and yet the rate of attrition in some parts of State College remains very high.

The Educational Policy Committee has carefully considered the admissions policy proposed by the Administrative Council in its action of October 24, 1955. This proposal includes one major new provision concerning entrance to the technical schools. These students who meet entrance requirements to State College but who do not meet the requirements of the school of their choice, and those students who have not made up their minds as to technical school at the time of their entry to the College, would register in the School of General Studies for a period of from one semester to two years. When they have satisfied the technical school admissions requirements, or when they have made up their minds as to choice of school, they would enter^a technical school.

Although the Committee recognizes that this proposal is an attempt to solve a very real and pressing problem, and to find a compromise among divergent approaches to that problem, we do not believe that this is an adequate or desirable solution. The gain to State College and to the technical schools would seem likely to be minimal, and the problems that the proposal would raise for the School of General Studies seem out of all reasonable proportion. The School would have administrative and perhaps advisory responsibility for an indeterminate but probably very large number of students, largely those with academic deficiencies. Yet, the proposal makes no apparent provision for vesting in the School the necessary control over admission to the school, certification of completion of the

school's curricular requirements, and indeed the curriculum which students are to follow while registered within the school. Planning by the school would be made much more difficult, because the number of students involved in this program, the period during which they will remain in it, and the makeup of the group will be materially altered by every significant change of entrance requirements to the technical schools.

The Educational Policy Committee recommends, as an alternative to this proposal, a somewhat different approach. We propose:

1) That State College actually enforce the entrance requirements which it now has. The College has drifted into a policy of non-enforcement of such provisions as the requirement of 2 units of Algebra and 1 unit of Plane Geometry, with a resultant increase in sub-freshman, remedial work at State College, and with an increase in the number of irregular students. If these and all other catalog requirements were to be enforced, the quality and economy of instruction at State College could be improved without material inconvenience to the prospective student, who can satisfy these requirements for entrance in a variety of ways now available to him.

2) That the technical schools be enabled to require any necessary additional entrance requirements, over and beyond the common requirements mentioned above. Students who envisage entering a school with such additional requirements will be encouraged to satisfy these requirements before they come to State College. If they do come, qualified to enter the College but not ready for admission to the school of their choice, they will be given full access to the advisory and counseling services of the College and in many cases may decide to enter curricula for which they are better fitted. If they persist in their original choice and wish to work off their deficiencies and then go into a technical school, they

will spend the interim period in an unclassified status. They will presumably have access to advisers in the school of their choice, as well as to the Counselling Service.

Those students who are fully qualified to enter the technical schools but who have not yet made up their minds as to choice of a school will also be assigned an unclassified status, with access to advisers in the School of General Studies, as well as to the Counselling Service.

This approach represents what we believe to be at least a partial solution to the admissions problem now confronting the College. It would help us to meet our obligations to the people of the state; it would improve the quality of instruction; it would reduce the amount of essentially high-school work being taught here; and it would give those technical schools wishing to impose even higher requirements than those imposed by State College as a whole, the right to do so.

E. F. Catalano
D. S. Hamby
T. I. Hines
T. E. Maki
H. M. Nahikian
J. W. Pou
C. A. Hickman, Chairman

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe

Dean R. J. Preston
Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: November 22, 1955

DECISION:

1. \$5.00 APPLICATION FEE approved: to be refunded if admission is denied; to be credited to tuition if applicant registers; to be retained for use by Admissions Office if applicant fails to register. Details of administration to be arranged by Business Office and Student Affairs.

REMINDER:

1. Dean J. W. Shirley responsible for meeting with Deans Kirkland, Lampe and Preston, representing Administrative Council, and three members of the Faculty Senate, to be designated by Chairman Peterson, for the purpose of resolving the differences in the Administrative Council and the Senate recommendations regarding Admissions Policy.

* * * * *

NEXT MEETING:

Tuesday, November 29, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Report from Dean Shirley on Admissions Policy.
2. Summer school tuition and fees.
2. Consideration of committee report on Contract Research.

ADMINISTRATIVE COUNCIL - SENATE REPRESENTATIVE MEETING

110 Holladay Hall

November 25, 1955

PRESENT: Deans Lampe, Preston, Kirkland, Drs. Peterson, Hickman, Eckels

DISCUSSION: Admissions Policy Recommendations

General agreement was recognized in both Admissions Policies that

- (a) the traditions of North Carolina State College and the Land-Grant purposes prevented any immediate or drastic limitation of eligibility for admission to State College;
- (b) any elevation of entrance requirement should be gradual to enable the public schools to bridge the gaps occasioned by any such raised standards;
- (c) the professional schools should be permitted to set higher standards for admission than those required by the College should they desire to do so.

On the basis of this general agreement of philosophy, the points of difference of the two proposals were discussed and the following agreements were reached:

I. Basic admissions requirements for North Carolina State College

A. Graduation from an accredited high school with

1. Sixteen units of work, including those units required for accredited high school graduation, and including two units of algebra and one unit of plane geometry.

In connection with these mathematics requirements, the following footnote was agreed upon:

"Until September, 1958, students presenting only one unit of algebra or no plane geometry will be permitted to take special non-credit courses to meet these deficiencies. Effective September, 1958, two units of algebra and one of plane geometry or satisfactory examinations on these subjects will be required before admission is permitted."

2. Recommendation from the high-school principal stating that he judges the student capable of doing college work. A footnote to this recommendation is suggested.

"Students who have not met the prescribed courses for entrance requirements but who are recommended by their principals will be permitted to take the admissions examinations and will be considered for admission on the basis of their examination records."

B. Completion of the regular admissions examinations.

Examinations of the type now being used for placement will be administered to all prospective freshmen. The initial examination shall be given throughout the State early in the spring, and subsequent examinations given on the State College campus. Students should be urged to complete these examinations as far in advance of first registration as is possible. These examinations are part of the admissions requirements, though admission to State College will not be denied on this basis at this time.

II. Admissions Requirements for Professional Schools.

Admissions requirements for entry into the professional schools will be set by the professional schools, and may be higher, though not lower, than the basic admissions requirements. For example, a professional school may require a certain scaled score on one or more of the admissions examinations before permitting a student to enroll in that school.

III. Students undecided as to curriculum or students eligible for admission to State College, but not eligible to enroll in the professional school of their choice.

The administration of this group poses an extremely complex problem embracing curriculum, counselling, testing, and guidance. This was discussed but not resolved at this meeting and was held for later consideration.

ADMINISTRATIVE COUNCIL - SENATE REPRESENTATIVE MEETING

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Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe
Dean R. J. Preston

Dean J. W. Shirley
Dean M. E. Campbell
Dean D. E. Anderson
Mr. J. G. Vann
Mr. L. L. Ray
Dr. C. A. Hickman

ADMINISTRATIVE COUNCIL

Meeting: November 29, 1955

DECISIONS:

1. ADMISSIONS POLICY - Report of joint Administrative Council - Faculty Senate Committee dealing with admissions policy accepted. (All deans have been furnished copies.) The report will be given additional consideration by Faculty Senate and a University Committee.
2. SUMMER SCHOOL - Proposed list of summer school tuition, fees and room rent approved. (See attached copy.)
3. RESEARCH CONTRACT - Report of the Research Committee of N. C. State College on "Policies and Procedures for the Administration of Research Supported Either by Contractual Arrangement or by Special Grants, Gifts, or Bequests" approved as policy for State College until such time as university policy may necessitate changes.

* * * * *

NEXT MEETING:

Tuesday, December 6, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Report from Dean Shirley on results of Senate and University Committee action with regard to admissions policy.
2. Problem of security in academic buildings.

LIST OF EXPENSES FOR EACH SUMMER SESSION IN 1956

- TUITION - \$7.50 per semester credit for North Carolina students.
\$15.00 per semester credit for out-of-state students.
\$7.50 for each course audited.
- FEES - \$8.00 Registration and other fees.
(A late fee of \$5.00 will be charged all students completing their registration after designated date.)
- ROOM - \$24.00 per person.
- BOARD - Board is cafeteria style and the cost depends upon the individual student. A fair estimate would be about \$75.00 per session.

ADDITIONAL FEE FOR STUDENTS COMPLETING REQUIREMENTS FOR GRADUATION:

Any student who is completing requirements for graduation at the close of a summer session will be charged a \$7.00 fee if he is securing a Bachelor's degree, a \$10.00 fee if he is completing work for a Master's degree, and \$15.00 fee if he is a candidate for a Doctor of Philosophy degree. The Graduate School will also charge Doctor of Philosophy candidates a \$25.00 fee for microfilming and mailing dissertations.

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

OFFICE OF THE CHANCELLOR

November 30, 1955

MEMORANDUM

TO: Members of the Administrative Council

SUBJECT: Basketball Tickets

After members of the faculty had purchased their season tickets, we reserved one hundred season tickets in Sections 7, 15, and 16, to be used for meetings and conferences which will be held on the campus during the basketball season. These tickets will go on public sale two days before each game, if they have not previously been reserved by Mr. Ray.

If you are planning conferences and meetings on dates when games will be played and wish to have these tickets available for sale to those in attendance, please make arrangements with Mr. Ray well in advance of the individual games.

Mr. Ray and I have a limited number of tickets in the guest box and elsewhere for complimentary distribution. Please let us know well in advance of possible opportunities you may have for using these tickets. We wish to avoid having two or more meetings and conferences on the same date.

Sincerely yours,

Carey H. Bostian
Chancellor

CHB:H

cc: Mr. E. W. Ruggles
Mr. Graham Campbell

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe
Dean R. J. Preston

Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray
Dr. C. A. Hickman

ADMINISTRATIVE COUNCIL

Meeting: December 6, 1955

DECISION:

1. COLLEGE CALENDAR - Proposal to change Christmas Vacation period in the 1955-56 College Calendar, with classes ending at noon Saturday, December 17th and resuming at 8:00 a.m., Tuesday, January 3, 1956, approved. After receipt of the Faculty Senate's report, a list of all calendar changes will be prepared by Student Affairs and submitted to the Chancellor for approval.

REMINDER:

1. All deans are requested to be available Friday, January 6, 1956, for a special meeting with the Board of Higher Education. Additional information regarding this meeting will be given by Chancellor Bostian at a later date.

* * * * *

NEXT MEETING:

Tuesday, December 13, 1955

Chancellor 's Office - 2:30 p.m.

AGENDA:

1. Problem of security in academic buildings.

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe
Dean R. J. Preston

Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray
Dr. C. A. Hickman

ADMINISTRATIVE COUNCIL

Meeting: December 13, 1955

DECISION: -----

REMINDER:

1. Conserve electricity.

NEXT MEETING:

Tuesday, December 20, 1955

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Admissions policy.
2. Problem of security in academic buildings.

REPORT OF THE SUBCOMMITTEE APPOINTED TO STUDY INSTITUTIONAL REPORTS ON
ADMISSIONS POLICIES TO ASCERTAIN PROVISIONS OF AGREEMENT

The Subcommittee, composed of the general Chairman (Mr. Fieroon), Dean Mossman of The Woman's College, Dean Shirley of State College, and Dean Sitterson of the University at Chapel Hill, met according to schedule in Chapel Hill on December 2. Additional reports from the Woman's College and State College were submitted and discussed. Information was provided concerning the expenses and procedures involved in an application of the plan proposed by the University at Chapel Hill. After discussion, the elements of agreement in the several reports from institutions were listed and indicated for this report.

I. The Subcommittee reports agreement of all institutions on two points:

1. That a system of achievement and aptitude tests be administered to all applicants for admission to the undergraduate colleges in the university system.
2. There was unanimous agreement as to the purposes of this system of tests and examinations. They were: (a) to obtain more reliable information concerning applicants in order to determine their qualifications for admission to the undergraduate instruction afforded by institutions of the University. (b) to discover aptitude and qualifications for admission to the University among high school graduates who may not intend to apply, to the end that such persons might be encouraged to enter upon college or university studies.

The discussion indicated agreement among members of the Subcommittee that the scheme of achievement and aptitude tests should be administered in harmony with the administrative authorities of the secondary schools and in cooperation

with the Department of Public Instruction of the State of North Carolina. Although the system of examinations would be required of those who apply for admission to the University, the taking of the examinations would be voluntary on the part of high school graduates in the sense that the application for admission is a voluntary act. And the last, any prospective candidate for graduation from a high school should be eligible to take the examinations and invited to do so. Such an invitation would make possible the fulfillment of the second purpose for having this system of examinations (Cf. 2. (b)).

It is assumed that these aptitude and achievement tests will be administered free of charge to in-state applicants, whereas, out-of-state students will pay the fee charged for the scholastic aptitude part of the College Entrance Board Examination (\$6).

It is assumed that any system of admissions examinations which may be approved and placed in operation should be adopted with the understanding that it is experimental in nature and subject to subsequent change and improvement in character.

There seems to be informal agreement that when and if the system of achievement and aptitude tests is approved by the University and the Trustees, the public announcement of the system should be accompanied by an invitation that at least all publicly supported institutions of North Carolina join in the requirement and administration thereof.

II. The institutional representatives on the Subcommittee expressed differing opinions on certain matters.

① The University at Chapel Hill expressed an unchanged attitude in support of the original report submitted by that institution. Its representative was in favor of a series of three examinations (The ACE Psychological Test, The Cooperative English Test, and The Cooperative Algebra Test) with the applicants

Admission
applied for
per
-3-

1) Agree - young
3) Each school's report
2) Some fresh applications
4) ~~standing~~ ^{young} ~~that~~ ^{to}
of that ~~is~~ ^{is} ~~not~~ ^{not} ~~an~~ ^{an} ~~issue~~ ^{issue}
for a ~~cut-off~~ ^{cut-off}
above
The ~~same~~ ^{same}
what ~~is~~ ^{is}
below
should
be ~~done~~ ^{done}
in ~~all~~ ^{all}
other
policy

scoring in the lowest quartile on all three tests being denied admission.

(2) The representative of The Woman's College, while favoring a system of examinations, expressed two reservations with respect to the report submitted by the University at Chapel Hill: (a) it might be desirable at The Woman's College to have ^{A.S.E. v. ~~College~~} an option in the case of the Cooperative Algebra Test because of the basic curricular requirement at that institution; (b) the "flooring" of the lowest quartile might be too high an exclusion point, the Woman's College possibly favoring a "cut-off" at the lowest ¹²⁻¹⁵ twenty percent.

(3) State College, while favoring a system of examinations, was opposed to any specified "cut off" percentage, stated that "the traditions of North Carolina State College and the land-grant purposes prevent any immediate or drastic limitation of eligibility for admission to State College." The attitude of State College was further amplified by two considerations:

- (1) "Any elevation of entrance requirement should be gradual to enable the public schools to bridge the gaps occasioned by any such raised standards and;
- (2) the professional schools should be permitted to set higher standards for admission than those required by the College should they desire to do so."

III. The Subcommittee felt a sense of urgency that if any action by way of establishing examinations for admission is to be taken, it should be taken with expedition. If these examinations are to be administered during the spring of 1956, an early announcement should be made. Some members of the Committee were of the opinion that if agreements about the varied issues can be reached in the General Committee and if they are approved by the Administration, it might be wise to obtain Trustee sanction through the Executive Committee without waiting for the full report on other aspects of the problems of admission, and without waiting for the February meeting of the general Board of Trustees.

File - Admr. Council

to the administrative Council
Lex Ray

Much has been discussed recently about things that affect the future life of State College. I refer particularly to the idea of limited enrollment. In the outset, let me emphasize that I appreciate the problems of enrollment-- of students who are ill prepared, who do not apply themselves, who come and discover they are not inclined toward a technical education, after all.

But, it seems to me, the majority of such students are our challenge-- not our burdens to be cast out or to be denied, in every case, because they couldn't meet certain theoretical standards on first acquaintance. The late Max Gardner must have had such folks in mind when he said, "State College literally sprang from the grass roots of democracy. Its founding broke a log jam that held back the benefits of education ~~from~~ from the sons and daughters of the masses of the people." When--or if--anything or any group begins to hold back the benefits of State College's education from the sons and daughters of our people, that will mark the beginning of the end of this college's original meaning and mission, in my judgment.

Although I am no academic man--by any stretch of the imagination--I do know that if the requirements had been too high either for entrance or for graduation, Lex Ray's name would never have appeared among those who matriculated at this institution. And I feel sure there are hundreds like him, now proud alumni of this college serving their communities as productive citizens largely because State College gave them a chance.

Thinking recently about many of these problems--which I prefer to call opportunities--I had some feelings about State College which I would like to share here, for the record. They were feelings about the mission and purposes of this great college, about the services I sincerely believe it is destined to render as it continues to lift the living standards of all our people.

We have here one of the great institutions of its kind in America, which is now in a position to render as much service to our North Carolina people (its stockholders) as any comparable institution in any other area of the nation. We happen to live in a state where the need for more and better-trained people is greater than in many other areas of the nation-- but where, unfortunately, many of our secondary schools have yet to build the high standards maintained in similar systems elsewhere. But, our young people--those with the ambitions, the determination, the dreams of youth--should not be denied what N. C. State can give them simply because the State has failed "to polish" them into little intellectual nuggets pleasing to the eye of some cloistered pedantic.

Never, in my experience, have the rank and file of our people displayed more enthusiasm or offered more support to State College than they are offering today. They are thrilled. They are encouraged. They want a part in the things it is doing and can do. This should make us deeply conscious of our responsibility to be good leaders, to point the way to greater things, and, above all, never to be the ones who would close the doors of State College in the face of any of their children.

In my work, you have to be a realist. I am very conscious of our many problems--of limited budgets, of lack of personnel, of housing shortages, and of other difficulties. But I honestly believe these things--problems turned into opportunities--could become flames lighting long-range programs to meet the future needs of our people.

It is not our job to make appropriations for expansion and increased personnel and budgets. That is the job of our General Assembly, our Advisory Budget Commission, and the political leadership of our state. But, it is our job to carry the vision and the mission of this institution without compromise

and with complete truth to the people--our alumni and friends who are the grass roots leadership of our state.

Through the nature of my work--in daily contacts and conferences with the people--I have learned something of the ambitions our people have for further service through State College. And my conclusion of what they are thinking is this: In many areas they are ahead of us. Ahead of us in the leadership they expect State College to provide. Ahead of us in the training they expect State College to conduct. Ahead of us in the economic opportunities they expect this leadership and training to open up. Ahead of us in their hopes for our agricultural and industrial future.

We need only to keep up with the people. We need only to give them an opportunity to exert their influence in the right places for State College. And when they do, they will find additional ways to get things done instead of so many reasons not to get them done.

Finally, in determining the size and scope of our future services, I do not believe we should say whether State College should have 4,800, 1,800 or 10,000 students because I do not believe that a limited enrollment is the proper determinant in the first place. Rather, I believe that if we took the energy often exhausted on visualizing selective enrollment and put it to work interpreting the mission and carrying the services of State College to more of our people, we would have a program that could always take care of growing enrollments.

The people would see to that. But, first we must let them see that we are determined in our own minds--by our own actions--to meet the educational needs of their growing families. We must let them see we can supply their demand for our product. If our program is to be curtailed or stymied in the status quo, then let the ones who do the curtailing or the stymying be the folks who control

our budgets and other matters affecting the destiny of this institution.

Let it never be said that we, of this Council, did not have the vision--or the intestinal strength--to give every talent we possess to keep the doors of State College open to the sons and daughters of every North Carolina family--from the humblest tenant farmer to the haughtiest captain of commerce.

It is my sincere conviction that we shall find that any strict program that has a cutoff point will create problems that will be tremendously hard to resolve. Especially do I believe this will be so with any program that gives definite denial to students, particularly from the small rural schools because of opportunity they have not had out there, or one that seems to involve a differential in the requirements for entrance into the various schools on the campus.

If a cutoff point is established, I should like to ask the question as to what will be the reaction of the college if a son of one of the trustees or a very prominent citizen of the state makes application for entrance and is a fraction of a point below the cutoff?

Simply let us sincerely hope that State College may forever be the people's institution in North Carolina, maintaining high standards as it now enjoys while at the same time being the people's insurance against selectiveness.

STRATHMORE BOND

MADE IN THE U.S.A.

Chancellor C. H. Bostian ✓
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
Dean J. H. Lampe
Dean R. J. Preston

Dean J. W. Shirley
Dean M. E. Campbell
Dean D. B. Anderson
Mr. J. G. Vann
Mr. L. L. Ray
Dr. C. A. Hickman

ADMINISTRATIVE COUNCIL

Meeting: December 20, 1955

DECISION:

1. DIXIE TRAIL EXTENSION - Proposal to extend Dixie Trail across State College campus and connect with Western Boulevard regarded as less desirable for the college than continued use of Dan Allen Drive. Architect for new dormitories will be instructed to proceed with his plans without regard for this proposal. By unanimous vote.

REMINDER:

1. All deans are requested to submit to Dean Shirley by January 25th suggestions for projects for which applications may be made for grants from the Fund For Advancement of Education.

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NEXT MEETING:

Tuesday, January 3, 1956

Chancellor's Office - 2:30 p.m.

AGENDA:

1. Open