

# N. C. State Has 4,282 For Spring Term

RALEIGH, Feb. 21 — North Carolina State College's spring semester enrollment stands at 4,282 students, the college's Registration Office reported today.

Juanita Scott, assistant registrar, explained that the spring semester enrollment is one student larger than the fall semester registration and marks the second time since 1920 that State College has had a larger enrollment during its spring quarter or semester than its previous fall term.

A summary of the enrollment figures showed that there are 53 women and 4,229 men. Among those registering for the spring semester are 941 veterans of the Korean fighting, 108 new freshmen and 125 students transferring from other colleges and universities.

The School of Engineering, with 2,127 students, attracted nearly half of the entire student body and led the five other major schools in the number of students registered.

The enrollment in each of the five other schools includes 772 in the School of Agriculture, 215 in the School of Design, 408 in the School of Education, 194 in the School of Forestry and 446 in the School of Textiles.

A breakdown of the enrollment by classes shows that there are 1,533 freshmen, 944 sophomores, 637 juniors, 601 seniors, 46 students seeking professional degrees, 401 graduate students and 119 special or non-classified students.

2/22

Chapel Hill  
Daily Tar Heel

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RALEIGH, N. C. April \_\_. ---Pre-entrance assemblies, testing, and counseling of North Carolina students who plan to enroll at North Carolina State College this fall will be conducted simultaneously in six different cities on Saturday, April 30, beginning at 10:30 a. m.

Announcement of the pre-admission, examination, and counseling plan--which represents a major change in the college's registration program--was made today by the institution's Registration Office.

The test centers will be located in Asheville, Charlotte, Winston-Salem, Raleigh, Clinton, and Williamston. College officials said the centers were chosen in strategic geographical areas in an effort to place them within a short traveling distance of all students.

In urging all prospective students to attend the assemblies and take the tests, Kenneth D. Raab of the college's Admissions Office said the new plan will enable State College "to give our new students better advice, better scheduling, and better counseling service."

In a message to prospective students, Raab explained that the college previously had conducted a fall orientation program for students which has consisted of four days of concentrated testing, counseling, interviews, and assemblies.

"Many times this program," Raab said, "has placed a student under heavy physical and mental strain just as the beginning of his college work. In the interest of our new students, therefore, we hope to lessen these pressures."

Students who plan to attend State College this fall and who fail to take the pre-entrance tests must report to the campus on September 15 while those

who take the tests are not scheduled to arrive until September 17.

In emphasizing the advantages of the new plan, Raab urged students who already have applied for admission to the college to attend the assemblies at the test centers and to bring with them other students who are interested in enrolling at the college this fall but who have not yet applied for admission.

Further details on the testing program will be announced as soon as they have been worked out, Raab said.

North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

Dear Sir:

We are very happy to know of your interest in North Carolina State College and that you have applied for admission to this institution.

As you undoubtedly know, we always have had a fall orientation program here on the campus for all entering students. In the past, this program has consisted of four days of concentrated testing, counseling, interviews, and assemblies. Many times this has placed a student under heavy physical and mental strain just at the beginning of his college work. In the interest of our incoming freshmen we hope to lessen these heavy pressures on next year's Freshman Class.

In order to give our new students better advice, better scheduling, and better service, we are requesting all North Carolina residents who are entering North Carolina State College this fall to report to the assigned area centers at 10:30 a.m., Saturday, April 30. This is an important part of your orientation program.

The proposed schedule follows:

- |                            |               |
|----------------------------|---------------|
| 1. Introduction            | 10:30 - 10:45 |
| 2. Mathematics Examination | 10:45 - 12:05 |

North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

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3. Lunch 12:10 - 1:45
4. Discussion led by N. C. State 1:45- 2:15  
faculty members with ample  
opportunity for questions by  
entering students.
5. English examination 2:15 - 4:15

All students entering North Carolina State College must take these examinations. (Students who were finalists in the Talent for Service Scholarships Program and took these tests on March 26 are excepted.) Those who miss them on April 30 must come to North Carolina State College on September 15. Those who take the examinations at this time need not be on the campus before September 17. If you know of any students who are considering North Carolina State College and who have not applied for admission, please urge them to take advantage of this opportunity and bring them with you to the April meeting.

Please fill out and return the enclosed form.

Sincerely yours,

K. D. Raab  
Admissions Office

KDR/mr

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING  
of the  
UNIVERSITY OF NORTH CAROLINA

Office of Registration

Raleigh, N. C.

A check of your scholastic record indicates you have passed credit hours of work and earned net honor points. Therefore, you are points below a 2.0 average. If you feel that any error has been made, please write us immediately.

Since you have not met our scholastic requirements, you will be automatically dropped from the college rolls unless extenuating circumstances warrant special consideration of your case. If you feel that your case is worthy of special consideration, you may present a petition to the Admissions Committee through the Dean or Director of Instruction in your school.

We regret that your record at State College was not a better one. Regardless of your future educational arrangements, we wish you every success.

Sincerely yours,

*K. D. Raab*

K. D. Raab  
Director of Registration

KDR:ao

North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

August 4, 1955

A total of 640 high school seniors were tested on  
May 7. Of this number:

- (1) 71 or 11% were below average in English
- (2) 69 or 11% were weak in English
- (3) 53 or 8% were below average in Mathematics
- (4) 120 or 18.5% were weak in Mathematics
- (5) 47 or 7.5% had not taken Plane Geometry
- (6) 401 or 62.5% had not taken Solid Geometry

It might also be pointed out that 257 were strong in  
English and 299 strong in Mathematics.



OFFICE OF REGISTRATION

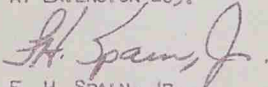
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SEPTEMBER 7, 1955

TO DEPARTMENT HEADS

ATTACHED ARE COPIES OF APPROVED I.B.M. ABBREVIATIONS FOR DEPARTMENTS, CURRICULUMS AND CLASSIFICATIONS. THESE ABBREVIATIONS WILL BE USED ON PERMITS (REGISTRATION CARDS) FOR THE FALL SEMESTER. IT IS SUGGESTED THAT THEY BE USED ON ANY ROSTERS NOT YET PREPARED. SINCE A COMPARABLE LIST OF COURSE TITLE ABBREVIATIONS IS NOT PRESENTLY AVAILABLE, IT IS SUGGESTED THAT REGULAR COURSE TITLE NAMES, OR ABBREVIATIONS OF SAME, BE USED.

SHOULD ADDITIONAL COPIES OF THIS LIST BE NEEDED, PLEASE ORDER THEM AT EXTENSION 205.



F. H. SPAIN, JR.  
ASSISTANT DIRECTOR  
ADMISSIONS AND REGISTRATION

THE FOLLOWING ARE APPROVED I.B.M. ABBREVIATIONS FOR DEPARTMENTS AND CURRICULUMS.

<u>Abbreviations</u>	<u>Dept. or Curriculum</u>	<u>Abbreviations</u>	<u>Dept. or Curriculum</u>
ABC	Agri. & Biol. Chem.	IE	Industrial Engr.
AEC	Animal Ecology	IPS	Industrial Psychology
AG	Agriculture	IRR	Industrial & Rural Recreation
AGP	Agriculture(P.V.)	LA	Landscape Arch.
AGC	Agricultural Economics	MA	Mathematics
AED	Agricultural Education	ME	Mechanical Engr.
AGE	Agricultural Engineering	MED	Mathematics Educ.
AGY	Agronomy	MAG	Mechanized Agri.
AI	Animal Industry	MEA	Mech.Engr., Aero. Opt.
AIP	Animal Industry (P.V.)	MIC	Mineral Ind. Ceramics
AMA	Applied Mathematics	MIG	Mineral Ind. Geology
ARC	Architecture	MIM	Mineral Ind. Metal.
AS	Air Science	MTE	Metallurgical Engr.
BI	Biology	ML	Modern Language
BO	Botany	MS	Military Science
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CRE	Ceramic Engr.	PE	Physical Education
CH	Chemistry	PEC	Plant Ecology
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CON	Construction	PO	Poultry
DE	Diesel Engr.	PP	Plant Pathology
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EC	Economics	PS	Political Science
ED	Education	PSC	Poultry Science
EE	Electrical Engr.	PSY	Psychology
E	Engineering	PY	Physics
EM	Engineering Mechanics	REC	Recreation
ENG	English	REL	Religion
EPY	Engr, Physics	RS	Rural Sociology
ENT	Entomology	SBO	Systematic Botany
EST	Experimental Statics	SED	Science Education
FMM	Furn. Mfg. & Mgt.	SOC	Sociology
FOR	Forestry	SS	Social Studies
FOM	Forest Mgt.	ST	Statistics
GEE	Geological Engr.	TC	Textile Chemistry
GN	Genetics	TX	Textiles
GS	General Studies	TXM	Textile Mfg.
GY	Geography	WCM	Wild. Cons. & Mgt.
HAC	Heating & Air Cond.	WPM	Wood Prod. Mdsq.
HI	History	WT	Wood Technology
HRT	Horticulture	ZO	Zoology
IA	Industrial Arts		
IED	Industrial Education		

C L A S S I F I C A T I O N S

FR., FRESHMEN  
 SO., SOPHOMORE  
 JR., JUNIOR  
 SR., SENIOR

UN., UNCLASSIFIED  
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NORTH CAROLINA STATE COLLEGE  
SCHOOL OF AGRICULTURE • RALEIGH, N. C.

DEPARTMENT OF AGRICULTURAL ECONOMICS

November 11, 1955

Mr. Kenneth D. Raab  
Director of Admissions  
208 Holladay Hall  
Campus

Dear Kent:

The mimeographed letter recently sent out from your office to parents of freshman students enrolled at N. C. State College whose score indicated a deficiency in Mathematics and English in their placement tests has been called to my attention by several advisors of freshman students.

I realize that the letter was intended as a "follow up" of the pretesting and advisement service rendered to applicants of potential enrollees last spring. The idea of providing helpful information to parents of students appears to be perfectly sound. I think this point was emphasized in our committee discussion of "selective admission."

However, I believe an introductory policy can be carried too far too fast. This appears to be especially true in the case of the recent letter addressed to a large number of parents of students enrolled in our current freshman class. This instance does not appear so much a controversial issue of objective of purpose as it does a matter of procedure - principally a case of the phraseology of the content of the information provided. It may be that more effort should be exerted in a diplomatic manner toward trying to encourage or help the high schools in meeting the credit deficiencies with which graduates are currently permitted to enter our senior state institutions on a partial sub-freshman basis.

I think the second major issue involved is the suggestion that perhaps parents should consider the possibility of withdrawal from N. C. State College of their sons who appear to be deficient in certain subject matter areas such as Mathematics and English. The point of consideration is that with the facilities available we should devise a diplomatic procedure of rejecting applicants who do not appear to have a reasonable chance of attaining the professional objectives he may be seeking through the training facilities we can offer. Additional training in our high schools or junior colleges may be the answer to the subject matter deficiencies involved. However, on the basis of the pre-testing and advisement program which has been recommended in the case of applicants for admission to our senior state institutions, I would argue that it is a belated effort to advise parents that their potential college graduates should not have been admitted to the institution of their choice. This, in probable effect, is the meaning which may have been conveyed to many parents by your recent letter.

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Y

Mr. Kenneth D. Raab

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November 11, 1955

I should like to emphasize that the comments in this communication are not intended as a personal condemnation of the policy of your office or a sample representation of the general attitude of the Department of Agricultural Economics. I think such a matter is of mutual concern to all of us. I have discussed this subject with Dean Stewart and am sending him a copy of this letter. I will welcome an opportunity to discuss this matter further with you personally.

Sincerely yours,

*Walter H. Pierce*

Walter H. Pierce  
Associate Professor

WHP:mkc

CC: Dr. H. B. James  
Dr. C. H. Bostian ✓  
Dr. V. A. Rice  
Dr. Roy N. Anderson  
Dr. C. E. Bishop  
Dr. J. J. Stewart

North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

October 17, 1955

Dean J. J. Stewart, Jr.  
13 Holladay Hall  
Campus

Dear Dean Stewart:

We recommend the appointment of Mrs. Martha Kornegay as Typist Clerk on a twelve (12) month basis at an annual salary of \$2160.00 effective October 17, 1955. Mrs. Kornegay replaces Miss Louise George, resigned, whose annual salary was \$2460.00.

Sincerely yours,

*K. D. Raab*  
K. D. Raab  
Director of Admissions  
and Registration

Recommend Approval:

*James J. Stewart, Jr.*  
Dean J. J. Stewart, Jr.  
Dean of Student Affairs

*Carey H. Bostian*  
Carey H. Bostian, Chancellor

Date: 10-17-1955

Oct. 18, 1955

cc: Mr. J. G. Vann, Business Manager  
Student Affairs Office  
Registration Office

North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

October 17, 1955

Dean J. J. Stewart, Jr.  
13 Holladay Hall  
Campus

Dear Dean Stewart:

Miss Marie Tucker, Veterans Secretary, resigned effective October 6. Her annual salary at the time of her resignation was \$2696.04. We replaced her with Mrs. Anne Odin who was originally employed as a secretary at \$2460.00 annually. We request that with the additional responsibilities, Mrs. Odin's salary be increased to \$2580.00 per year, effective October 10. As Veterans Secretary, Mrs. Odin will be handling the records of 1294 Korean Veterans. Miss Tucker had less than 1000 last year.

Sincerely yours,

*K. D. Raab*

K. D. Raab  
Director of Admissions  
and Registration

Recommend Approval:

*James J. Stewart, Jr.*

Dean J. J. Stewart, Jr.  
Dean of Student Affairs

*Carey H. Bostian*

Carey H. Bostian, Chancellor

Date: 10-17-1955

Oct. 18, 1955

cc: Mr. J. G. Vann, Business Manager  
Student Affairs Office  
Registration Office



North Carolina State College of Agriculture and Engineering  
of the  
University of North Carolina  
OFFICE OF REGISTRATION  
Raleigh

October 17, 1955

Dean J. J. Stewart, Jr.  
13 Holladay Hall  
Campus

Dear Dean Stewart:

We recommend the appointment of Mrs. Mitzie Bernstein as Secretary on a twelve (12) month basis at an annual salary of \$2460.00 effective October 10, 1955. Mrs. Bernstein replaces Mrs. Anne Odin who has been appointed Veterans Secretary in place of Miss Marie Tucker, resigned.

Sincerely yours,

*K. D. Raab*  
K. D. Raab  
Director of Admissions  
and Registration

Recommend Approval:

*James J. Stewart, Jr.*  
Dean J. J. Stewart, Jr.  
Dean of Student Affairs

*Carey H. Bostian*  
Carey H. Bostian, Chancellor

Date: 10-17-1955

Oct. 18, 1955

cc: Mr. J. G. Vann, Business Manager  
Student Affairs Office  
Registration Office

NORTH CAROLINA STATE COLLEGE

OF THE  
UNIVERSITY OF NORTH CAROLINA  
RALEIGH

SCHOOL OF ENGINEERING

J. H. LAMPE, DEAN

September 19, 1955

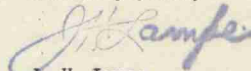
Members of the Administrative Council  
N. C. State College

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<br>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

## SELECTIVE ADMISSIONS AND THE STUDENT PROBLEM

The Problem. At the present time, State College is faced with the problem of reconsidering its admissions policies: Should it, in the light of increased numbers of prospective students attaining college age now and in the next decade restrict admissions on the basis of high-school records or entrance examinations, or, as a state-supported institution should it be a part of the public education of the state and offer opportunity for college work to all who have qualified through high-school graduation and met reasonable college entrance requirements?

At this same time, State College is faced with another problem growing ever more acute. The number of students seeking entrance is not balanced according to our abilities to handle them in various curricula, or according to the needs of the state. More than half our students are entering Engineering, where staff and facilities are completely overloaded, and Agriculture, Education, Forestry, and Textiles are not getting the students they want and need. This fact complicates the determination of a selective admissions policy for the whole institution, since it seems to require different entrance requirements for each School, requirements which would discourage enrollment in Engineering and attract it elsewhere. But this policy of different entrance requirements might well encourage different academic standards -- and both admissions and academic standards might become chaotic.

A Compromise Suggestion. While compromise on diverse principles is often impossible or evil, it would appear that in this case a respectable solution might be achieved. This solution should do two things at once: (1) 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) insure that students entering the technical curricula be prepared for work in that curriculum and be able to follow through in greater percentages to graduation in that field.

In the interests of finding such a compromise, the following is suggested:

(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 subject applicable to all curricula, and should, if possible, contain room for some elective work in which the student could try his hand in the technical area in which he was primarily interested.

(2) Handle this first year as a separate administrative unit -- possibly under the direction of the Dean of the Faculty. Group with the instructional courses such ancillary services as (1) testing, (2) guidance, (3) counselling, and (4) all remedial programs.

(3) Permit each technical school to set its own admissions requirements to the technical curricula under its administrations. For example, Engineering could require a 2.5 average for matriculation into Nuclear, and 2.2 for Civil; Forestry could admit on a 1.5 average, if that seemed wise.

(4) Have a program of orientation and guidance for every student during the first year, to direct him into the curriculum in which he had most chance of success.

Other matters should be considered and decided if this basic idea appears to have promise. A restriction on the time a student could stay in the unclassified curriculum should be made. Perhaps this same administrative unit could be used as a "division of intermediate registration" to care for students desiring to change curricula or to reorient themselves. Perhaps it might, if desirable, serve as a first year of a two-year terminal program for those students incapable of meeting the academic requirements of the regular degree programs.

Percoration. The proposed organization, a common first year of college work for all qualified high-school graduates, with entrance into technical curricula at the start of the second year, would enable 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 programs within our own walls, and should be able to predict success on a basis sounder than 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 are now finding themselves out of their depts in fields for which they are unsuited. We should be turning forth satisfied customers instead of disgruntled alumni. It might be a solution worthy of further study.

## 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, 10 1/2 units of which are distributed as follows:

English (or English and Speech)		4 units
Mathematics	<i>2 units</i>	<del>2 1/2 units</del>
(Algebra	<i>1 1/2 units</i>	<del>3 units</del>
Plane geometry	1 unit)	
Social Science		2 units
(American History 1 unit)		
Natural Science		2 units
		<hr/>
		<del>10 1/2 units</del>
		11

#### 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.

#### 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 record 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 attended previously may result in his dismissal from the College.



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

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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.

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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.

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<sup>a</sup> 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

ADMINISTRATIVE COUNCIL - SENATE REPRESENTATIVE MEETING

110 Holladay Hall

November 25, 1955

*Approved by  
Adm. Council and the Senate  
on Nov. 29, 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.

**NORTH CAROLINA STATE COLLEGE • RALEIGH**

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**School of General Studies**

Office of the Dean

November 10, 1955

To Members of the Administrative Council

At the request of the Chancellor I am sending you a copy of the Admissions Policy unanimously endorsed by the Faculty Senate at a meeting this week.

The Chancellor hopes to be able to reconcile the two recommendations (Administrative Council and Senate) for presentation to the University on December 2nd. Will you kindly study this proposal and be prepared to discuss it at a forthcoming meeting of the Administrative Council?

John W. Shirley, Dean  
School of General Studies

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<sup>a</sup> 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

# NORTH CAROLINA STATE COLLEGE • RALEIGH

School of General Studies

Office of the Dean

December 6, 1955

## MEMORANDUM

TO: Admissions Policy Committee  
FROM: John W. Shirley  
SUBJECT: Admissions Examination Cost Estimate

Dean Pierson did not enclose Mr. Perry's test cost estimate as requested. From notes I took at the meeting, however, the total cost estimated was \$15,774 (average of \$2.63 per student tested). This figure included the addition of one full-time testing person to the University Testing Service for test scoring, and full expenses plus \$20 a day for all graduate students used in test supervision.

Cost of tests was roughly \$1,500; the balance was for administration and scoring of tests.

(for meeting 12/7/55 - 3 PM)

## Memorandum on the Selection of Aptitude Tests for Testing Entering Freshmen

The Admissions Policy Committee of the University of North Carolina at Chapel Hill recommended the use of the American Council on Education Psychological Examination for College Freshmen prepared by the Educational Testing Service from materials developed by Dr. L. L. Thurstone and Dr. Thelma Gwin Thurstone 1949 edition; Cooperative English Test, Form RX, prepared by Educational Testing Service, Princeton, New Jersey; and the Cooperative Algebra Test, Form Y, prepared by Educational Testing Service, Princeton, New Jersey, for the following reasons:

1. These tests have been reviewed favorably in the Mental Measurements Yearbook as effective examinations for the selection of and classification of entering college freshmen.
2. The University of North Carolina at Chapel Hill has administered these tests to entering freshman classes for more than thirty years, and consequently has an extensive amount of data on the relationship between scores made on these tests, and performance of students in their academic program at the University.
3. It is our understanding that both State College and the Woman's College have also used these tests for classification purposes over the years, and accordingly can readily use these as a basis of admission for entering freshmen.

The Committee did not recommend their use on out-of-state students because of the difficulties involved in having these three tests administered in high schools all over the country.

The Committee did not recommend the use of the Scholastic Aptitude Test of the College Entrance Board Examination for in-state students because:

1. The fee for the above test alone is \$6.00.
2. It is similar to the ACE Psychological Examination, but does not contain the same amount of additional testing data in the fields provided by the Cooperative English and Algebra tests. Consequently, it was thought undesirable to place this expense burden upon North Carolina students when the three tests mentioned above would seem to offer a more precise basis for discovery of college ability.

The Committee recommended the use of the Scholastic Aptitude Test of the College Entrance Board Examination for out-of-state students, because such tests are readily administered throughout the country by a national testing service. Scores of out-of-state applicants on these tests would be available to the University and it could select for admission the best qualified out-of-state students.

In recommending the use of the above tests, the Admissions Policy Committee does not intend to freeze the choice of tests or the minimum qualifying scores for an indefinite period of time. It is expected that the use of these tests for the 1956 entering freshman class will furnish experience and will be helpful to us in forthcoming years. We would expect to review constantly the effectiveness of the tests we are using and to investigate from time to time the probability of securing other tests which might suit our purpose better.

J. Carlyle Sitterson

UNIVERSITY TESTING SERVICE  
THE UNIVERSITY OF NORTH CAROLINA  
CHAPEL HILL

November 17, 1955

ASSUMPTIONS UNDERLYING THE COST ESTIMATE FOR  
A PRE-ADMISSION TESTING PROGRAM

1. Approximately six thousand persons would be tested throughout the State each year. (Estimate supplied by Mr. Armstrong.)
2. Thirty testing centers would be established--selected on basis of population and geographic position.\* (Thirty centers appear desirable to avoid too many successive administrations at any one center.)
3. It is assumed that permission may be obtained to use the physical facilities of the high schools in the thirty cities, with no more than nominal charge for lights and heat.
4. The tests to be used would be the Cooperative English, Cooperative Algebra, and the American Council on Education Psychological Examination.
5. The tests would be administered only on Saturdays, except for special testing done at Chapel Hill. They would be administered in two sessions, from 9:00 to 11:30 a.m. and from 1:00 to 3:30 p.m.
6. Approximately half of the centers would hold two test administrations, on varying dates; the other half would hold an average of three test administrations, making a total of seventy-five test administrations. The number of persons to be tested at each of the seventy-five administrations would average eighty.
7. The test administrations would cover, roughly, a six-month period--from about the first of February to the end of July. The average number of centers in operation on the Saturdays during this period would be three. Not more than five centers would be in operation on any given Saturday.

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\*The thirty cities selected as possible testing centers for the purpose of computing transportation and per diem expenses are as follows: Albemarle, Asheville, Boone, Charlotte, Concord, Durham, Elizabeth City, Fayetteville, Goldsboro, Greensboro, Greenville, Henderson, Hickory, High Point, Kinston, Lumberton, Mount Airy, New Bern, North Wilkesboro, Raleigh, Reidsville, Roanoke Rapids, Rockingham, Rocky Mount, Salisbury, Shelby, Statesville, Wilmington, Wilson, and Winston-Salem.

ASSUMPTIONS UNDERLYING THE COST ESTIMATE FOR  
A PRE-ADMISSION TESTING PROGRAM

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8. Each test administration at each center would be conducted by a team of three test administrators. Graduate students willing to agree to make between seven and eight trips during the Spring Semester would be selected. Twenty-one in all would be needed, forming seven teams. Replacements would have to be made at the start of summer school for the test administrations occurring during the summer.

9. Each team would be prepared to conduct the testing at a given high school in three separate rooms, each seating from twenty to forty students. In the event some schools have physical facilities that would permit the testing of as many as eighty in one or two rooms, teams of only two administrators would be used, reducing the over-all cost of the project.

10. Advance publicity would be given to the testing dates for each center, and interested students would make application on cards available at the high school. The cards would be mailed by the applicants to Chapel Hill, and the applicants would receive confirmation by post card of an appointment for testing on their first, second, or third choice of date or place. A deadline would be necessary for making application for each administration.

11. A report of the results of the tests would be sent in duplicate to the Admissions Office for each person tested--a form would be used to show percentile scores and explain their meaning. The original of this form would be enclosed in the letter the Admissions Office would send to each person tested informing him of his acceptance or rejection. Those rejected would be informed of their eligibility to come to Chapel Hill for the purpose of being given another opportunity to qualify for admission through additional testing, and for receiving educational and vocational counseling.

W. D. PERRY