[JAN., 1956]

COLLEGE CALENDAR -- POLICIES FOR FORMULATING

The following policies have been approved to govern future calendar formulation:

GENERAL POLICIES -- SUMMER SESSIONS

1. In general, two six-weeks sessions appear more desirable for summer teaching than nine-weeks or twelve-weeks sessions.

2. At least until the summer session is regularly appropriated for, the second six-weeks session should be held to a minimum to meet a recognized demand.

3. Special programs, such as the Special Summer Session, in Experimental Statistics, need not coincide with the time of the regular session, though they should be interlocked if it seems desirable.

4. The first session should start as early as practicable in June, and should be completed before July 15, so that students can begin work on that date.

5. Classes should meet for five days a week; variation in college credit and necessary contact hours should be worked out by varying the length of the class rather than by varying the days that the class would meet.

GENERAL POLICIES -- REGULAR SESSIONS

1. The normal semester should include as close to 90 academic days as possible; this figure would include days of registration and examination, though not days of testing, counselling, or orientation.

2. Balance should be maintained between the fall and spring semesters, and in the number of MWF and TTS class periods.

3. Insofar as possible, to facilitate laboratory set-ups and instructional planning, classes should be scheduled in weekly blocks.

4. Holiday periods should recognize student work periods and laboratory schedules. The recommended holiday periods are as follows:

a. Thanksgiving -- to start at noon on Wednesday before Thanksgiving and to last until the first class period the following Monday morning.

b. Christmas -- should allow a full week before Christmas for students to work, and should last until after New Year's day. Students should not be expected to drive back to college in New Year's traffic. The length of this vacation will depend upon what day Sunday and New Year's comes; adjustments can be made at the start of the term to compensate for this.

c. Mid-term -- the period between semesters should be as short as is consistent with getting grades to students and advisers from the Office of Registration.

d. Easter -- one full week to be allowed at Easter, commencing at the close of the academic day on the Wednesday before Easter Sunday and ending with the start of the academic day on the Thursday following.

5. Starting date of the fall semester should be adjusted so that the spring semester would end as close to the first of June as compatible with the above.

Approved by Faculty Senate 1/14/56

Student Government 1/15/56

Administrative Council 1/24/56

Dean of Faculty 1/24/56

ADMINISTRATIVE DETAILS -- REGULAR SESSIONS

The following time intervals have been approved for the administration of the college calendar:

a. End of regular registration Period.
ONE WEEK

b. Last day registration permitted.
ONE WEEK

c. Last day to add a course.
ONE WEEK

d. Last day to drop a course without a failure.
x x x x x

e. Mid-Term Reports (at middle of teaching term).
As Soon As Practicable for Reports to be Acted On.

f. Last day for withdrawing from School without Failures.

Approved by Office of Registration 1/23/56

Admin. Council

PROPOSED CHANGES IN COURSE OFFERING

SCHOOL OF GENERAL STUDIES

The Administrative Board of the School of General Studies has approved and now transmits for your consideration requests from the Departments of English, History and Political Science, and Philosophy and Religion, that certain courses now carrying two-hour credit should carry three-hour credit. The departments involved have presented a justification of each request, based upon two years of experience with the two-hour credit. In one instance, Political Science 502, the request is made at the suggestion of the Department of Agricultural Economics.

The courses for which a change in credit from two hours to three hours is proposed include:

English 222	Advanced Composition
English 334	Oral Reading
English 336	Parliamentary Practice
English 375	Southern Writers
English 382	Contemporary Prose Fiction
Political Science 502	Public Administration
Philosophy 201	Logic

If further information is needed concerning this proposal, please ask me to provide it.

Sincerely,

C. Addison Hickman
Chairman, Executive Committee
School of General Studies

9 January 1956

Prior to July 1, 1956

~~List~~ of Employees who will be 65 yrs old or over by July 1, 1956. With recommendation as to continuing of ~~live list~~

Report to Chancellor on or before Jan. 14 1956

Individuals who will be 65, between July 1, 1956 and July 1, 1957

Write a letter of notification prior to July 1, 1956

Dean ~~Pearson~~ Pearson

Responsibility of establishing admission requirements to regular college, graduate school and extension course

John Shirley for N.C.S.C

10 A.M. Friday -

Admission Group

Fr. W. N. Hicks

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. C. Vann
Mr. L. L. Ray
Dr. C. A. Hickman

ADMINISTRATIVE COUNCIL

Meeting: January 10, 1956

DECISIONS:

1. SUMMER SCHOOL SCHEDULE: Dean Shirley authorized to prepare the hourly class and laboratory schedule for Summer School.

2. SCHOOL OF GENERAL STUDIES COURSES - Proposed changes in course offerings in the School of General Studies approved. Copy attached.

REMINDERS:

1. Each member of Administrative Council is requested to submit to Chancellor Bostian by January 14th a complete list of all employees who will be 65 years of age by July 1, 1956, with a recommendation for retention of any who are to be employed after July 1, 1956.

2. Each member of the Administrative Council is reminded to notify by July 1, 1956 any employee who will reach retirement age (65) by July 1, 1957 that he is subject to retirement regulations.

3. Employees who have passed retirement age (65) may be retained at less pay.

* * * * * * * * * * * *

NEXT MEETING: Tuesday, January 24, 1956
Chancellor's Office - 2:30 p.m.

AGENDA:

1. College Calendar

PROPOSED CHANGES IN COURSE OFFERING

SCHOOL OF GENERAL STUDIES

The Administrative Board of the School of General Studies has approved and now transmits for your consideration requests from the Departments of English, History and Political Science, and Philosophy and Religion, that certain courses now carrying two-hour credit should carry three-hour credit. The departments involved have presented a justification of each request, based upon two years of experience with the two-hour credit. In one instance, Political Science 502, the request is made at the suggestion of the Department of Agricultural Economics.

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Sincerely,

C. Addison Hickman
Chairman, Executive Committee
School of General Studies

9 January 1956

SUMMER SESSIONS, 1956 (two 6-week sessions)

First Session

June 4	Monday	Freshman Orientation & Testing
June 5	Tuesday	Registration. Late registration fee of $5 payable by all registering after June 5
June 6	Wednesday	First Day of Classes
June 11	Monday	Last Day for Registration
June 15	Friday	Last Day for Dropping Courses without Penalty
July 4	Wednesday	Holiday
July 11	Wednesday	Last Day of Classes
July 12, 13	Thursday & Friday	Final Examinations
July 14	Saturday	Awarding of Degrees to Graduating Students

Second Session

July 16	Monday	Freshman Orientation & Testing
July 17	Tuesday	Registration. Late registration fee of $5 payable by all registering after July 17
July 18	Wednesday	First Day of Classes
July 23	Monday	Last Day for Registration
July 27	Friday	Last Day for Dropping Courses without Penalty
August 21	Tuesday	Last Day of Classes
August 22, 23	Wednesday & Thursday	Final Examinations
August 24	Friday	Awarding of Degrees to Graduating Students

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: January 24, 1956

DECISIONS:

1. COLLEGE CALENDARS

   a. Calendars for 1956 Summer Sessions and for 1956-57 Academic year approved. (copies attached)

   b. Policies for preparation of College Calendars approved (copy attached) with the understanding that the administration will prepare and issue future calendars according to these policies and that approvals for individual calendars will not be necessary.

2. ADMISSIONS POLICY

   By a vote of 6 to 4 the Administrative Council endorsed an admissions policy presented by Chancellor Bostian as the proposal Acting-President Purks plans to make to the Executive Committee of the Board of Trustees on February 15th. This policy would require all applicants to take the placement tests now in use and would deny admission to students who score in the lowest quartile on all three tests. Those denied admission could become eligible by making a grade of "C" or better on remedial courses during the Summer Session, or by passing a second examination.

REMINDERS:

1. Meeting of all deans to discuss proposed television show - 9:00 a.m. - Saturday, January 28th - Textile Student Lounge.

2. Degree awarding exercises - 10:00 a.m. - Saturday, January 28th - Textile Auditorium.

* * * * * * * * *

NEXT MEETING: Tuesday, February 7, 1956
Chancellor's Office - 2:30 p.m.

AGENDA:

1. Admissions Policy

NORTH CAROLINA STATE COLLEGE

SCHOOL OF AGRICULTURE • RALEIGH, N. C.

OFFICE OF THE DEAN AND DIRECTORS

26 JANUARY 1956

DR. CAREY H. BOSTIAN
CHANCELLOR
NORTH CAROLINA STATE COLLEGE
CAMPUS

DEAR CHANCELLOR BOSTIAN:

I WISH TO MAKE SOME ADDITIONAL COMMENTS CONCERNING THE ACTION TAKEN JANUARY 24 IN ADMINISTRATIVE COUNCIL CONCERNING THE ADMISSIONS POLICY. FIRST OF ALL I WANT TO CONFIRM MY CONCURRENCE WITH DR. R. L. LOVVORN'S VOTE IN OPPOSITION TO THE POLICY WHICH WAS PROPOSED AND FAVORED BY A MAJORITY OF THE ADMINISTRATIVE COUNCIL MEMBERSHIP.

IT IS THE PURPOSE OF THIS LETTER TO OUTLINE BRIEFLY SOME OF THE THINKING IN SUPPORT OF THIS POSITION. IT IS MY UNDERSTANDING THAT THE PLAN WOULD DENY ADMISSION TO STUDENTS IN THE LOWEST QUARTILE IN ALL THREE TESTS. I DO NOT BELIEVE WE HAVE SATISFACTORY EVIDENCE THAT THESE TESTS ARE ADEQUATE TO SELECT BETWEEN THE STUDENTS WHO HAVE SUFFICIENT ABILITY TO DO COLLEGE WORK AND THOSE WHO HAVE NOT HAD APPROPRIATE TRAINING IN HIGH SCHOOLS. UNFORTUNATELY, MOST OF THE STUDENTS WHO COME TO THE SCHOOL OF AGRICULTURE ARE FROM THE SMALL RURAL HIGH SCHOOLS. IT WOULD BE MY EXPECTATION THAT THIS POLICY WOULD DENY ADMISSION TO CONSIDERABLY MORE THAN TWELVE PERCENT OF THE STUDENTS WHO APPLY FOR ADMISSION IN THE SCHOOL OF AGRICULTURE.

WE NEED MANY MORE GRADUATES THAN WE ARE TRAINING. SINCE WE ARE THE ONLY INSTITUTION IN THE STATE OFFERING SUCH TRAINING, IT SEEMS CLEAR THAT THIS POLICY WILL DENY ADMISSION TO A LARGE NUMBER OF YOUNG MEN WITH ABILITY TO DO COLLEGE WORK. I DO NOT THINK THIS IS CONSISTENT WITH THE BASIC PHILOSOPHY OF THE LAND-GRANT COLLEGE. WHILE WE HAVE BEEN WORKING VERY HARD TO DEVELOP AND MAINTAIN HIGH SCHOLASTIC STANDARDS IN THE SCHOOL OF AGRICULTURE, WE ARE EQUALLY INTERESTED IN MAKING OPPORTUNITY AVAILABLE FOR ALL THE YOUNG PEOPLE OF OUR STATE WHO DESIRE ADDITIONAL TRAINING.

THERE IS CONSIDERABLE EVIDENCE THAT CERTAIN OF THESE TESTS DO NOT REFLECT THE FUTURE PERFORMANCE OF STUDENTS. IN OUR GRADUATING CLASS LAST YEAR WE HAD EIGHT SENIORS WHO SCORED NO HIGHER THAN THE SECOND DECILE ON EITHER TEST TAKEN AS FRESHMEN. I WOULD BE WILLING TO SUPPORT LIMITING ADMISSION FOR THOSE WHOSE TEST SCORES ON ALL THREE TESTS ARE IN THE LOWEST DECILE BUT NOT IN THE LOWEST QUARTILE. OUR RECORDS SHOW THAT NONE OF OUR GRADUATES LAST YEAR HAD ENTERING SCORES IN THE LOWEST DECILE.

ANOTHER REASON WHY I DO NOT NOW SUPPORT THIS POLICY IS THAT BOTH THE ADMINISTRATIVE COUNCIL AND THE FACULTY SENATE HAVE PREVIOUSLY ARRIVED AT A DECISION THAT WE WOULD NOT SUPPORT A "CUT-OFF" POINT BUT THAT SEPARATE ADMISSION POLICIES WOULD BE DEVELOPED FOR THE DIFFERENT SCHOOLS. THIS SEEMS TO ME A MUCH SOUNDER POLICY.

UNTIL WE CAN PROVIDE EDUCATIONAL OPPORTUNITIES FOR ADDITIONAL TRAINING OF THE YOUNG PEOPLE WHO CANNOT QUALIFY UNDER PLANS SUCH AS THE ONE RECOMMENDED IT SEEMS TO ME THAT WE ARE VIRTUALLY CLOSING THE DOORS OF OPPORTUNITY TO MANY OF OUR YOUNG PEOPLE BY SUCH A POLICY. THIS WILL BE EXPECTED TO HAVE MORE ADVERSE EFFECTS ON AGRICULTURE AND AGRICULTURAL EDUCATION THAN MOST OTHER SCHOOLS, DUE LARGELY TO THE FACT THAT WE TEND TO DRAW STUDENTS FROM SMALLER HIGH SCHOOLS IN RURAL AREAS.

IT IS MY UNDERSTANDING THAT ONE OF THE ARGUMENTS FOR THIS UNIVERSITY-WIDE PROPOSAL IS TO ASSIST IN DEALING WITH THE RACIAL SITUATION. THIS SEEMS TO ME TO BE A MOST UNFORTUNATE AND INDIRECT APPROACH AND ONE WHICH IS DESTINED TO RENDER A GREAT DISSERVICE TO A DEMOCRATIC FORM OF EDUCATION. WE ARE TENDING TO REVERT TO THE IDEA OF AN "INTELLECTUAL ARISTOCRACY." THIS IS A CONDITION WHICH THE LAND-GRANT COLLEGE WAS ESTABLISHED TO CURE.

I WOULD LIKE IT MADE ENTIRELY CLEAR THAT WE IN THE SCHOOL OF AGRICULTURE WANT TO DO EVERYTHING POSSIBLE TO ATTRACT THE BETTER MINDS TO COLLEGE TRAINING BUT AT THE SAME TIME WE WANT TO OPEN OPPORTUNITY TO ALL QUALIFYING YOUNG PEOPLE, AND IT IS OUR BELIEF THAT EVEN MANY OF THOSE WHO DO NOT GRADUATE FROM COLLEGE ARE GREATLY BENEFITED BY ATTENDANCE EVEN FOR A SHORT PERIOD OF TIME. AS YOU KNOW, WE ARE GIVING SERIOUS THOUGHT TO WAYS AND MEANS OF MEETING THIS DEFICIENCY IN OUR EDUCATIONAL PROGRAM IN A POSITIVE MANNER BY THE ESTABLISHMENT OF A ONE OR TWO-YEAR COURSE. IT WOULD SEEM FAR MORE CONSTRUCTIVE TO APPROACH THE PROBLEM IN THIS MANNER RATHER THAN SIMPLY TO CLOSE THE DOORS.

IT SEEMS TO ME THAT THE TIME HAS NOW COME WHEN WE NEED TO HAVE A COMPLETE STUDY OF OUR TRAINING PROGRAM IN AGRICULTURE FROM THE HIGH SCHOOL LEVEL ON THROUGH COLLEGE WITH THE HOPE THAT SOME FAR-REACHING STEPS CAN BE TAKEN TO IMPROVE THE WHOLE PROCESS.

SINCERELY YOURS,

D. W. Colvard

D. W. COLVARD
DEAN OF AGRICULTURE

DWC:HO
CC: MEMBERS OF ADMINISTRATIVE COUNCIL
R. L. LOVVORN

North Carolina State College

Raleigh, N. C.

SCHOOL OF EDUCATION

February 6, 1956

J. BRYANT KIRKLAND, DEAN

To: Members of Administrative Council

From: J. Bryant Kirkland, Dean
School of Education

Some time ago the Council indicated that some study should be given to ways of providing effective instruction to a larger number of students. This publication includes an annotated Biography of Research Studies in several areas of instruction. A review of some of the studies might provide a partial solution to the problem with which we are currently faced.

RESEARCH IN GENERAL EDUCATION INSTRUCTION

1955

A Selected and Annotated Bibliography of Research Articles Having Implications for General Education Instruction

PAUL L. DRESSEL
Michigan State University

Sponsored by the
AHE National Committee on General Education

ASSOCIATION FOR HIGHER EDUCATION
A Department of the National Education Association
1201 Sixteenth Street, N.W.
Washington 6, D. C.

Price per copy: 25¢

FOREWORD

At one of the meetings of the National Committee on General Education of the Association for Higher Education, NEA, the discussion indicated a consensus on the part of the Committee that there was lack of experimentation in general education and that attention might be drawn to this deficiency and further experimentation encouraged by the preparation of a carefully selected and annotated bibliography of significant research. This brochure is an attempt to fulfill an obligation entered into at that time.

The task of preparing such a bibliography is less simple than it appears, for almost any educational or psychological research may be regarded as having some implications for general education. General education is concerned with the nature of the learning process, the selection and training of teachers, the development and evaluation of instructional materials, the measurement of student achievement, the adjustment of students, and the dynamics and effects of the interaction of these in the total program. A limited concept of related research restricting it to that done in general education courses would yield relatively few worthwhile studies since general education teachers have been but little more productive of published educational research than their colleagues in more traditional courses. Arguing from the belief shared by most of the Committee that the most urgent problems of general education are those associated with classroom instruction, this bibliography is an attempt to select some of the more valuable studies which seem to have direct implication for instruction in general education regardless of whether the research dealt with high school or college courses, with general education or specialized courses.

General education has suffered from the lack of a really appropriate journal outlet for research studies. In preparing this bibliography numerous journals were reviewed. Doctoral dissertations were found to be a fertile field of exploration, but they are difficult to learn about and the rather involved inter-library loan procedures make one hesitant to request such dissertations without some knowledge of their content. No doubt many pertinent items have been missed through inadvertence and others may have been ignored because of unintended and unrecognized personal bias. A major limitation is that, with few exceptions, the research reported was published during the past four or five years. Another is that non-experimental research has been largely and deliberately ignored. Hence the bibliography and

annotations will be mainly helpful to those desiring a starting point for seeing what has been done. To this end, studies with negative and inconclusive results have been included along with some yielding more tangible conclusions.

The articles have been roughly grouped into six categories including the four common general education areas of communications, science, social science, and humanities, one dealing explicitly with instructional methods, and a final miscellaneous category. The paucity of studies reported under the heading of humanities is perhaps a reasonably good indication that a scientific approach to teaching as here construed is relatively infrequent in this area. Teaching may be regarded both as an art and as a science. The emphasis here on the latter point of view by no means implies lack of validity in the former which is perhaps the most common view in the humanities.

The National Committee on General Education is hopeful that some means may be found for calling attention on an annual basis to significant general education research published during the year. For this reason, comments by users of this bibliography on its value and on its shortcomings will be appreciated. However, if even a few individuals are stimulated to restudy some of their present practices and perhaps to do a little experimentation upon them, this bibliography, in the opinion of the Committee, will have served a real purpose.

Paul L. Dressel, *Chairman*
National Committee on General Education, 1954-55

THE BIBLIOGRAPHY

A. Communications

1. Blewett, Thomas Theodore. An experiment in the measurement of listening at the college level. Unpublished doctor's dissertation, Univer. of Missouri, 1949.

Reports the development of and findings on a test of listening developed to appraise: the ability to listen to and recall factual details presented orally, and the ability to draw inferences and conclusions from information presented orally. Subjects, on the average, reported as slightly more successful in drawing inferences and conclusions than in recalling factual details.

2. Clark, J. D. A four-year study of freshman English. "The College Issue", *Engl. J.*, 1935, *24*, 403-410.

An English course requiring drill on fundamentals of grammar was compared with one emphasizing success in reading with an emphasis on reasoning. Latter group improved most in competency in spelling, punctuation, grammar, and diction. The implication is that emphasis on understanding and reasoning is a more effective route to skill improvement than is drill.

3. Dressel, Paul, Schmid, John & Kincaid, Gerald. The effect of writing frequency upon essay-type writing proficiency at the college level. *J. Educ. Res.*, 1952, *46*, 285-293.

A study of writing improvement related to the amount of writing done in courses for each student studied. Frequency of writing without attention to quality did not improve the student's ability to do good writing.

4. Haugh, Oscar M. The relative effectiveness of reading and listening to radio drama as ways of imparting information and shifting attitudes. *J. Educ. Res.*, 1952, *45*, 489-498.

On three consecutive days, a radio script to be read, a radio drama to be read, and a radio drama to be listened to were presented to 11th grade classes. Reading was more effective for immediate test recall but not significantly better on a retention test seven weeks later. Reading was less time-consuming for the average and superior students.

5. Huddleston, Edith M. Measurement of writing ability at the college entrance level: objective vs. subjective testing techniques. *J. Exper. Educ.*, 1954, 22, 165-213.

It has been impossible to demonstrate by the techniques of this study that essay questions, objective questions, or paragraph-revision

exercises contain any other factor than verbal. Furthermore, such questions measure writing ability less well than does a typical verbal test. The investigation suggests that, in the light of present knowledge, measurable "ability to write" is no more than verbal ability.

6. Irvin, Charles E. An analysis of certain aspects of a listening-training program conducted among college freshmen at Michigan State Univer. Unpublished doctor's dissertation, Michigan State Univer., 1952.

An experimental group of 500 freshmen was given seven special units of ten minutes in length on how to listen effectively. Control group received none. Experimental group did significantly better on final test with males showing more increase than females. Above-average students are less likely to show improvement over one year's work than those with an initial writing ability below average.

7. Jenkins, Russell L. The relative effectiveness of two methods of teaching written and spoken English. Unpublished doctor's dissertation, Michigan State Univer., 1952. See also *J. Communication*, 1952, *2*, 26-30.

This study compared the lecture method with the teacher-counselor approach. Jenkins concludes that one can handle student problems, provide training in democratic procedures, and teach communication skills with as much improvement in skills as is obtained by the lecture method.

8. Karp, Mark. An evaluation of an individual method and a group method of teaching college freshmen the mechanics of English composition. *J. Exper. Educ.*, 1942, *11*, 9-15.

Compares control group taught by usual classroom method for a total of 1350 minutes with experimental groups which had individual sessions with the instructor for a total of 70 minutes. All groups made significant gains. More capable students learned more in individual sessions, whereas the less capable students learned more in the group classroom situation.

9. Lewis, Maurice S. The effect of training in listening upon reading. *J. Communication*, 1953, *3*, 115-119.

The hypothesis tested was that training in listening would improve reading performance. Three hundred and fifty-seven intermediate pupils were divided into a control and experimental group. The latter received 30 listening lessons of 15 minutes each for six weeks. After listening, pupils answered questions about the reading selection. The results indicated that listening training has a small but statistically significant effect upon ability to read. Delayed recall testing showed no difference between groups.

10. Kay, Sylvia C. Critical reading: its importance and development. *Engl. J.*, 1946, *35*, 380-385.

A study designed to show whether direct teaching would improve critical thinking in regard to material read by students. Test-retest

showed considerable improvement but lack of a control group limits the significance of the results.

11. Maize, Ray C. Two methods of teaching English composition to retarded college freshmen. *J. Educ. Psychol.*, 1954, *45*, 22-28.

Comparison of a language by experience procedure with a grammar drill procedure provided clear evidence of the superiority of the experience approach in producing changes in mechanics, grammar, controlled composition, and free composition. All individuals had a low level of ability in language use and the changes generally were slight.

12. Stroud, Robert L. A study of a functional approach to the teaching of college freshman composition. Unpublished doctor's dissertation, Syracuse Univer., 1951.

Two groups taking a functional course in composition made significantly greater gains in writing ability than were made by two control groups taking the traditional freshman composition course. Awareness of relevance, considered as an indication of the student's sense of need to learn to write, showed gains in the experimental groups which were significantly greater than those found in the control groups. The functional course was developed on the principle that daily classroom work should be clearly related to the student's needs, but the ultimate learning must be concerned with generalizations.

B. Science

1. Angell, George W. The effect of immediate knowledge of quiz results on final examination scores in freshman chemistry. *J. Educ. Res.*, 1949, *42*, 391-394.

Immediate knowledge of test results provided through a punchboard-type scoring device resulted in significantly greater learning in a freshman chemistry course than when the usual IBM answer sheet was used.

2. Balcziak, Louis W. Role of the laboratory and demonstration in college physical science in achieving the objectives of general education. *Dissertation Abstr.*, 1954, *14*, 502-503.

For each of three quarters, 48 subjects were randomly assigned to two experimental sections of the general education course in physical science at Mankato State Teachers College. One of the three methods was used with each section—the demonstration method, the individual laboratory method, or a combination of the two.

The writer formulated the following objectives:

a. To develop a functional understanding of scientific facts, principles, and laws.

b. To develop scientific attitudes, interests, and appreciations.

c. To develop skill in functional use of scientific instruments and apparatus.

None of the three instructional methods proved to be superior in achieving the objectives of general education.

3. Banks, John Houston. Critical thinking in college freshman mathematics. Unpublished doctor's dissertation, George Peabody College for Teachers, 1949.

Concludes that general mathematics is a better device than is college algebra for improving those aspects of critical thinking which involve ability to make valid inferences, discriminate between strong and weak arguments, and recognize assumptions used in argument.

4. Barnard, J. Darrell. The lecture-demonstration vs. the problem-solving method of teaching a college science course. *Sci. Educ.*, 1942, *26*, 121-132.

Found that a lecture-demonstration group did somewhat better —but not significantly so—on tests of specific information than did a problem-solving group. The problem-solving group did significantly better on tests covering problem-solving abilities and scientific attitudes.

5. Boeck, Clarence H. The inductive-deductive compared to the deductive-descriptive approach to laboratory instruction in high school chemistry. *J. Exper. Educ.*, 1951, *19*, 247-253.

The inductive-deductive method produced superior performance in "ability to use the scientific method with accompanying scientific attitude."

6. Bond, Austin D. An experiment in the teaching of genetics, with special reference to the objectives of general education. New York: Bureau of Publications, Teachers College, Columbia Univer., 1940.

Results indicate that by relating instruction in genetics directly to problems of superstition, such unbased beliefs could be altered materially while the specific information gained remained as great as for the control group taught by the usual method. The variable in this experiment was the modification of the teaching unit and somewhat of the teaching method.

7. Bowers, Raold W. Effects of natural science courses upon Harvard College freshmen. Unpublished doctor's dissertation, Harvard Univer., 1952.

Reports on the results of an interesting essay response test which raises issues such as the extent to which scientific research should be directed to practical ends. The marking scheme provides a categorization of views on the issue and the extent of student acceptance or non-acceptance of these views.

8. Burmester, Mary Alice & Noll, Victor. A synthesis and evaluation of objectives for a course in college biology. *Sci. Educ.*, 1954, *38*, 143-150.

Reports the results of a synthesis of objectives and of ratings of them by students and faculty of Michigan State Univer. The faculty emphasized the teaching of the scientific method, but students emphasized subject matter.

9. EDWARDS, THOMAS B. Measurement of some aspects of critical thinking. Unpublished doctor's dissertation, Univer. of California, Berkeley, 1949.

Reports on the development of several tests to measure development of critical thinking of high school and junior college students in the area of science.

Tests cover four abilities:

a. Matching facts and principles
b. Judging good and bad argument
c. Judging opinions
d. Judging conclusions

10. GUNKLE, MENNOW M. Striving for measurement of individual work in the chemistry laboratory. *J. Educ. Res.*, 1952, *46*, 275-284.

An experimental group of students who performed experiments at individual desks under strict supervision which made it impossible to move about or communicate with each other, did better on a test of knowledge of the material covered than did a control group of students who were allowed to move about in the usual relatively uncontrolled fashion.

11. HENDERSON, KENNETH B. An experiment in teaching solid geometry to provide training in thinking. Unpublished doctor's dissertation, Ohio State Univer., 1946.

Problem-solving type units introduced into a solid geometry course improved significantly the ability of students to think more logically in fields outside mathematics. Lack of a control group limits the tenability of the results.

12. KAHN, PAUL. An experimental study to compare the laboratory method of instruction with individual demonstration in elementary biology. *Sci. Educ.*, 1942, *26*, 31-39.

Kahn found a large increase in learning and retention with individual demonstrations, especially by students of lower intelligence. Best results come from a combination of the two methods.

13. LUCOW, W. HARRISON. The use of analysis of variance in estimating the components of variation in an experimental study of learning: textbook-centered vs. laboratory-centered approach in the teaching of introductory high school chemistry. *Dissertation Abstr.*, 1954, *14*, 504-505.

Subjects were accelerated and non-accelerated high school students. Thirty-six accelerated pupils were placed at random into textbook-centered and laboratory groups of 18 each. Twenty-four non-accelerated pupils formed textbook and laboratory groups of 12 each.

Testing evidence included a criterion test, a special practical examination, and tests of mental ability, reading ability, and mathematical ability.

Conclusions:

a. Both the textbook-centered and laboratory-centered approaches were effective methods of learning introductory high school chemistry.

b. With accelerated pupils, both methods are capable of producing significant increase of variance from initial status to final status with laboratory-centered method capable of producing greater variation.

c. With non-accelerated pupils the textbook method does not increase variation, while the laboratory method does so significantly.

14. Mason, John M. An experimental study in the teaching of scientific thinking in biological science at the college level. Unpublished doctor's dissertation, Michigan State Univer., 1952.

This study involved a comparison of two evaluation programs. One group of students was required to take weekly tests; the second had tests made available for self-evaluation use. No difference was found between the two groups on achievement in biological science. Neither of the two procedures produced any significant change in the study habits of the students as indicated by their responses to items on an unsigned questionnaire.

15. Mason, John M. & Angell, George W. An experiment in evaluation in biological science. *J. Educ. Psychol.*, 1953, *44*, 296-304.

Tests made available to an experimental group for self-evaluation were given as required tests in a control group. No differences were found between the two groups in performance on the term-end examinations.

16. Owens, John H. The ability to recognize and apply scientific principles in new situations. Unpublished doctor's dissertation, New York Univer., 1949.

An experimental group given more opportunity to use scientific methods than a control group handled in a traditional manner was higher on eight of ten items measuring ability to recognize scientific principles and higher on seven of ten items on ability to apply science principles to new situations.

17. Perlman, James S. An historical vs. contemporary problem-solving use of the college physical science laboratory period for general education. *J. Exper. Educ.*, 1953, *21*, 251-257.

An investigation of the comparative values of an historical as against a contemporary problem-solving use of the college physical science laboratory period for general education. Eighty-seven students were divided into five groups, two historical, two contemporary, and

one demonstration. The outcomes were compared on (a) a test of scientific thinking compiled by the author, (b) a "practical" or performance test based on 14 actual problem situations for evaluation of openminded, systematic, and critical thinking, and (c) outside criterion tests on science subject matter.

Conclusions:

a. The college physical science laboratory period can be devoted to general education outcomes of scientific problem-solving without loss in subject matter achievement.
b. There was an advantage to contemporary laboratory groups over historical laboratory, as well as lecture-demonstration groups, in respect to determining relevant factors and clues in actual contemporary problem situations.

18. SINCLAIR, JAMES H. & TOLMAN, RUTH S. An attempt to study the effect of scientific training upon prejudice and illogicality of thought. *J. Educ. Psychol.*, 1933, *24*, 362-370.

Comparisons were made of groups in a liberal arts program and in a technological college. The students with scientific training showed significantly greater ability to make valid inferences on the G. Watson Survey Test, showing less prejudice. However, the coefficient of correlation between amount of prejudice and years of science and mathematics training was nonsignificant.

Conclusion:

Some other factor accounted for less prejudice in scientists than the scientific training.

19. SOLOMON, MARVIN D. The personality factor of rigidity as an element in the teaching of the scientific method. Unpublished doctor's dissertation, Michigan State Univer., 1951.

Offers evidence that "non-rigid" students learn better than "rigid" students in a laboratory science class. Suggests that teachers need to be aware of the personality structure differences in students and modify teaching methods accordingly.

20. SOLOMON, MARVIN D. & BRAUNSCHNEIDER, G. EDWARD. Relation of biological science to the social attitudes. *Sci. Educ.*, 1950, *34*, 80-84.

Teaching the biology of the races of man with the intent of applying the scientific method results in a statistically significant drop in reported prejudiced opinions.

21. THELEN, HERBERT A. A methodological study of the learning of chemical concepts and of certain abilities to think critically in freshman chemistry. *J. Exper. Educ.*, 1944, *13*, 53-75.

Control group received traditional style lecture and laboratory sessions and used laboratory manual. The experimental group spent more time in group discussion and in writing up entire reports without using a laboratory manual. Experimental group learned as much of the factual aspects and showed greater learning in critical thinking than the control group.

22. Van Der Jagt, Ervin. A study of the performance of basic biological science students in advanced biology courses. *Sci. Educ.*, 1950, *34*, 85-93.

Acceleration to the extent of two terms in basic college courses is no deterrent to these students in achieving, as well as those not accelerating in, subsequent closely related courses.

23. Ward, William E. An experimental study of two methods of teaching chemistry in senior high school. *J. Exper. Educ.*, 1942, *11*, 69-80.

Compares "traditional" textbook, lecture, recitation, and testing procedures with a "modern method" aiming the content at student interests, selective use of the book, and more student participation in planning, discussion, and laboratory. Pupils of lower ability did better in the modern type program than in the traditional.

24. Washton, Nathan S. Applying biological principles to physical sciences. *Sci. Educ.*, 1954, *38*, 136-139.

This article suggests ways of interrelating physical and biological science by listing physical science topics to which certain biological science principles are applicable.

C. Social Science

1. Anderson, Howard R., et al. An experiment in teaching certain skills of critical thinking. *J. Educ. Res.*, 1944, *38*, 241-251.

An attempt was made in this study to teach "critical thinking" by two methods, "doing" and "telling." No clearcut results were obtained except that both groups did better on the final test than a group without similar experience (10th grade level). Superior students seem to do better on "doing" projects. Slower students need the "telling" by an instructor.

2. Delong, Arthur R. The relative effectiveness of two methods of teaching social science at the college level. Unpublished doctor's dissertation, Univer. of Michigan, 1949. *Microfilm Abstracts*, 1949, *9*, 162.

Comparison of a "traditional" and a "progressive" method of teaching, the latter involving more concern about the interests and the beliefs of students. No significant differences were found in factual knowledge but progressive group showed more constructive changes in attitude, more classroom participation and interest.

3. Fersh, George L. An evaluation of the changes in certain social beliefs, social values, and thinking skills effected in college students by a social studies course based on the problems-approach method of teaching. Unpublished doctor's dissertation, New York Univer., 1949. *Microfilm Abstracts*, 1950, *10*, 184.

Comparison of a problems-approach technique with a traditional lecture presentation using college freshmen enrolled in social studies.

Pre-testing and post-testing on factual knowledge, attitudes, and interpretation of data showed significant gains on all three aspects for both groups but the problems approach was associated with a significantly greater gain in ability to interpret data.

4. HALL, JOHN O. A study of acceleration methods in basic college social science. Unpublished doctor's dissertation, Michigan State Univer., 1951.

A special one-term course covering three terms of work was given to a selected group of students. In comparison with students of equal ability this group did exceedingly well on the comprehensive examinations. Students were very favorably inclined toward the program.

5. KARRAKER, W. J. An evaluation of the course, personality guidance. Unpublished doctor's dissertation, Univer. of Denver, 1950.

An investigation of the extent to which the information and behavior of students taking the course, personality guidance, were changed. Students taking the course were compared with a group which did not take it. Change in behavior and information was reported by students taking the course and a questionnaire was also filled out by this group. Student reactions were generally favorable to the course and the evidence collected indicated a positive value in it.

6. KELLEY, HAROLD & PEPITONE, A. An evaluation of a college course in human relations. *J. Educ. Psychol.*, 1952, *43*, 193-209.

An experimental attempt to determine whether changes in ability to analyze problem situations of a "human relations" type can be obtained through a specific course. Comparison with a control group on a problem solution test yielded positive evidence of such change in those taking the course.

7. KOMISAR, DAVID DANIEL. The effects of the teaching of social science vocabulary to college freshmen on some aspects of their academic performance. *Dissertation Abstr.*, 1954, *14*, 66-67.

Four experimental sections covered 158-161 words in 41 class sessions in the first semester of a course in the social sciences. Nine other sections constituted the control group.

Retests at the end of the experimental period showed higher but not significantly different mean scores for experimental group on vocabulary studied, general vocabulary, reading comprehension, and the final course content examination. Consistently greater gains of the experimental group were statistically significant for the vocabulary actually studied and for general vocabulary. Experimental group students in the lowest quartile on scholastic aptitude test made significantly higher gains than control students in the comparable lowest quartile for social science vocabulary studies, reading comprehension, and general vocabulary. Word-study technique also encouraged students to contribute to classroom discussions and made them aware of student progress.

8. LANDSMAN, THEODORE. An experimental study of a student-centered learning method. Unpublished doctor's dissertation, Syracuse Univer., 1950.

A comparison of "student-centered" and "syllabus-centered" teaching methods involving three instructors each using both methods with equivalent groups. No difference found in knowledge of objective facts and principles or in personality factors as measured in a variety of ways. Methods obtained essentially same student rating. Lack of differences may be due to the fact that the paired classes were much less different than the method designation implied.

9. MCNIEL, FLORENCE BESSIE. Development at the youth level of a conception of the causes of behavior and the effectiveness of a learning program in this area. *J. Exper. Educ.*, 1944, *13*, 81-85.

Pre-test and post-test procedure used to determine the effectiveness of a three-day learning period in developing an understanding of behavior causation in high school students. Comparison with a control group indicated that the learning period resulted in significant improvement in relatively concrete and similar type problems but that no generalization to other problems occurred.

10. MILLER, RAY A. A study of the relative effectiveness of two techniques for imparting occupational information. Unpublished doctor's dissertation, New York Univer., 1952. See also *Dissertation Abstr.*, 1952, *12*, 178.

High school students visiting ten industries or seeing ten films of vocational information were compared with a control group which was given appropriate lectures. Experimental groups learned and retained more than the lecture group, with the visitation group being superior to the film group.

11. MORRIS, JOHN B. Critical thinking gains and achievement in a social science course. Unpublished doctor's dissertation, Syracuse Univer., 1953.

Pre-testing and post-testing of a freshman citizenship course showed significant gains in critical thinking beyond those resulting from a year's residence in college. Concurrent enrollment in a logic course yielded no significant added increment. No particular differences were found between heterogeneous and homogeneous grouping, but instructor-student relationships seemed better in the homogeneous groups.

12. VENT, HERBERT JAMES. Changes in attitudes with different methods of teaching geography in a teacher education institution. Unpublished doctor's dissertation, Stanford Univer., 1949.

Four teaching methods designated as:

a. Textbook-lecture
b. Outline-lecture (students outline texts)
c. Group project (several students on one large topic)

d. Individual study (individuals work on topics selected because of interest, having fortnightly conferences with the instructor)

The group project method appeared best for teaching human understanding. There were no appreciable differences among the methods in developing civic responsibility. The textbook-lecture method made the largest improvement in attitudes but this appears to be a result of the low initial test score for this group rather than an actual advantage of the method.

D. Humanities

1. Bottorf, Edna A. A study comparing two methods of developing art appreciation with college students. *J. Educ. Psychol.*, 1947, *38*, 17-44.

Comparison of the teaching of art appreciation by an art history lecture course and by an active participation course, designing, decorating, etc. Differences not significant but favored the active participation group.

2. Keston, Morton J. An experimental evaluation of the efficacy of two methods of teaching music appreciation. *J. Exper. Educ.*, 1954, *22*, 215-226.

Eighty-nine university high school students (Minnesota) were randomly divided into experimental and control groups. Both groups were given a battery of tests before and after experiment. The control group listened to records, the titles of which were announced before the record was played. The experimental group listened to records and in addition heard lecture material designed to arouse interest in music heard. To measure crucial variable musical preference and a less important factor, musical recognition, two tests were constructed by the author. A significant difference was found between the means of the experimental and control groups on the Music Preference Test favoring the experimental group.

3. Soule, Robert C. A college course in music appreciation through participation. Unpublished doctor's dissertation, Teachers College, Columbia Univer., 1950.

An attempt to study the contribution of active student participation in the making of music to the teaching of music appreciation at the college level. The personal reactions of students, the instructor's opinion, and the opinions of three colleagues who interviewed the students and visited classes were generally favorable to actual experience in the use of instruments.

4. White, Henry Donald. The use of graphic representation in learning and problem-solving at the college level. Unpublished doctor's dissertation, Univer. of Wisconsin, 1951. See also *J. Educ. Res.*, 1953, *47*, 35-45.

Purpose: to demonstrate by discussion and by experimental evidence that the rendering of images and ideas in graphic (representa-

tive) form can contribute to learning and to certain kinds of problem-solving.

A major hypothesis is that the concepts of abstraction and abstracting in art creating are closely related to abstract thinking in the general sense. The term "abstraction" is defined to mean "the process of analyzing and comparing complex objects or selections and determining their common elements, or a generalization so reached."

Do students trained in the techniques of graphic representation and abstract symbology show improvement in the abilities of (a) space relationship perception; (b) problem-solving; (c) personality improvement?

Group	*Type*	*No.*
1	control	36
2	lecture	29—two 40-minute slide lectures on art and abstraction; class discussion of personality and social adjustment
3	lecture-experience	30—group experiences plus 5 art experiences in art using pencils, crayons, water color paints

Experiences:

a. Color combinations, kinds of lines, shapes, use of line color, texture interpretations

b. Careful observation and recording of design of desk top, matches, etc.

c. Observation of leaves, stones, etc.

d. & e. Representation of various situations

(1) Most significant gains were made by the experience group in tests of space relationship.

(2) Lecture group and experience group gained significantly over the control group in numerical reasoning involving the process of generalizing, recognizing analogies, and making inferences.

E. Effects of Various Instructional Methods

1. Adams, Robert Gay. The behavior of pupils in democratic and autocratic social climates. Unpublished doctor's dissertation, Stanford Univer., 1945.

A comparison of benevolent autocratic and participating democratic social climates led to the conclusion that behavior of the type desirable for citizens in a democratic society is more apt to result in the participating democratic social climate.

2. Asch, Morton Jay. Non-directive teaching in psychology: an experimental study. *Psychol. Monogr.*, 1951, *65*, No. 4.

Non-directive teaching found to be less effective than traditional in helping students master factual material of a course in general psychology. Non-directive teaching appears to encourage more outside reading, to stimulate thinking about basic conceptual material, and to encourage decisions based on the knowledge of many individuals rather than on one authority.

3. Axelrod, J., Bloom, B. S., Ginsburg, B. E., O'Meara, W. & Williams, J. C., Jr. Teaching by discussion in the college programs. *The College,* Univer. of Chicago, 1949.

A critical examination of the classroom discussion with examples and analysis which point up factors involved in effective use of discussion techniques. Tentative conclusion is that participation in discussion is more effective than passive listening in stimulating thinking and producing development in regard to many important general education goals.

4. Bills, Robert E. An investigation of student-centered teaching. *J. Educ. Res.,* 1952, *46,* 313-319.

Used student-centered method of instruction and lecture-discussion method with matched groups.

No difference in amount of material learned, but more positive attitudes from student-centered approach were indicated.

5. Di Vesta, Francis J. Evaluation of several teaching methods by adult students. *J. Educ. Res.,* 1953, *46,* 659-671.

Students in a military university with an average age of 35 years, an average of 2.5 years of college education, and an average of nine years of professional military experience were asked to evaluate a variety of teaching methods employed in a course designed to develop executive ability in the military situation. Highest ratings were given to staff exercises, lectures, and demonstrations. Lecture-discussion in large groups and individual training periods received the lowest ratings.

6. Eglash, Albert. A group-discussion method of teaching psychology. *J. Educ. Psychol.,* 1954, *45,* 257-267.

Keeping the emotional climate similar in two classes an instructor taught one elementary psychology class by group discussion, the other by lecture. Group decisions were used in order to determine the conduct of the course in such matters as examinations and grades, and also to cover the course content. The instructors imposed the same decisions on the control class, and covered the same material by means of lectures and demonstrations.

Achievement on course content was not significantly different, but the morale of the lecture class was significantly higher than that of the "democratic" class.

7. Faw, Volney E. A psychotherapeutic method of teaching psychology. *Amer. Psychol.,* 1949, *4,* 104-109.

Comparison of a student-centered discussion method with an instructor-centered lecture-recitation. The student-centered group performed significantly better on the final examination. Students preferred student-centered program in some respects but did not feel they were learning as much.

8. Fitch, Mildred L., Drucker, A. J. & Norton, J. A. Frequent testing as a motivating factor in large lecture classes. *J. Educ. Psychol.*, 1951, *42*, 1-20.

Frequent testing of achievement may motivate such outside endeavor as will result in superior achievement. Instructional supplements such as extra discussion groups or other instructional materials and experiences are recommended to accommodate the more highly motivated students.

9. Gross, Llewellyn. An experimental study of the validity of the non-directive method of teaching. *J. Psychol.*, 1948, *26*, 243-248.

Results, based on a self-insight scale, suggest that non-directive group gained more in terms of better adjustment.

10. Guetzkow, Harold, Kelly, E. Lowell & McKeachie, W. J. An experimental comparison of recitation, discussion, and tutorial methods in college teaching. *J. Educ. Psychol.*, 1954, *45*, 193-207.

Eight teaching fellows each taught three sections, one by each of the experimental methods: (a) recitation-drill; (b) group discussion; (c) tutorial study. Various measures of effectiveness were used including achievement, beliefs, attitudes, and plans for further work in psychology.

Differences were generally in favor of the recitation-drill method, and some were statistically significant, though so small as not to be of real significance.

11. Hayes, Margaret L. & Conklin, Mary E. Intergroup attitudes and experimental change. *J. Exper. Educ.*, 1953, *22*, 19-36.

An investigation of the extent to which desirable changes in intergroup attitudes can be brought about through various methods of instruction. Statistically significant changes occurred, but little difference was noted among the various methods.

12. Hewson, J. C. Efficiency in learning: an experimental study of learning by memorization, by a verbal rule, and by non-verbal clues to understanding. *J. Exper. Educ.*, 1942, *11*, 50-52.

Three groups were used, an 8th grade group, 11th, and college students. The problem was to solve several mathematical puzzles. Each of the three level groups was divided into three experimental and one control group. The methods were: memorization of a process. use of a verbal rule, and practice with pictorial clues.

13. Humphreys, L. G. Transfer of training in general education. *J. Gen. Educ.*, 1951, *5*, 210-216.

An attempt to interpret transfer of training literature in psychology in its relation to the problem of general education. Should be read by those contemplating research on the learning process in general education courses.

14. Johnson, Donald M. & Smith, Henry Clay. Democratic leadership in the college classroom. *Psychol. Monogr.*, 1953, *67*, No. 11.

Matched groups were taught by lectures and by democratic procedures involving student planning and student discussion. Students evaluated the democratic classes somewhat more favorably. Democratic classes showed slightly greater achievement, with reasoning showing the highest relative superiority.

15. McKeachie, W. J. & Hiler, Wesley. The problem-oriented approach to teaching psychology. *J. Educ. Psychol.*, 1954, *45*, 224-232.

Two experiments to obtain evidence of the effectiveness of work sheets in an elementary psychology course were carried out with 360 students serving as subjects.

Experiment I

Three groups of 3-4 sections each

a. were given but not required to work out work sheet of 75 short answer questions covering text material.
b. were given and required to hand in work sheet which was corrected and returned to them.
c. did not receive work sheet.

Criterion for measuring effectiveness of work sheets was final examination (multiple-choice type) prepared independently of questions on work sheet. Difference between mean scores of groups a and c was insignificant. Difference between groups b and c was highly significant.

Experiment II

Students spent one class period studying "problem-solving" using 13 study questions provided for them. A control group studied same material but without study questions. Work sheet questions could be answered in one or two sentences. In last ten minutes of class period criterion test of ten multiple choice items was given to both groups. Items were either directly related or not related to study questions. A significant difference in favor of study-question group was found on scores on items directly related to study questions but no difference with items not related.

16. Mitchell, Letty. A basis for improving classroom discussion. Unpublished doctor's dissertation, Ohio State Univer., 1950.

A study of the processes involved in actual discussion as a basis for deriving a set of principles of discussion.

17. Rickard, Paul B. An experimental study of the effectiveness of group discussion in the teaching of factual content. Unpublished doctor's dissertation, Northwestern Univer., 1947.

A comparison of the effectiveness of lecture vs. discussion-type classroom instruction insofar as gain in factual knowledge is concerned. An objective test showed significantly greater learning in the discussion groups and a retest six months later showed 56 per cent more retention.

18. Steen, T. W. & James, E. T. Lecture-demonstration method of teaching. *Jr. Coll. J.*, 1941, *12*, 95-97.

This report concludes that the more mature and the more able students benefit more than do others from the lecture method.

19. Tuckman, Jacob & Lorge, Irving. The influence of a course on the psychology of the adult on attitudes toward old people and older workers. *J. Educ. Psychol.*, 1952, *43*, 400-407.

Course work presented as straight factual material did not change the attitudes and beliefs of the students toward and about old people and older workers.

20. Wieder, Gerald S. A comparative study of the relative effectiveness of two methods of teaching a 30-hour course in psychology in modifying attitudes associated with racial and ethnic prejudice. *Dissertation Abstr.*, 1952, *12*, 192.

The two methods: traditional lecture-discussion presentation and an experimental group utilizing group therapy procedures, sociodrama, role-playing. Tests used to check changes in attitudes and/or personality changes were the California E-F Scale, the Index of Adjustment, and the Minnesota Multi-phasic Inventory.

Results: the experimental groups did produce modifications of prejudices and significant increases in "self-concept" while the control "traditional" group did not.

21. Wispe, Lauren G. Evaluating section teaching methods in the introductory course. *J. Educ. Res.*, 1951, *45*, 161-186.

A comparison of college classes taught by permissive and by directive methods. Although students enjoyed "permissive" sections more, they preferred the "directive" class. Bright students did equally well on the final examination with either type of teaching but poorer students did significantly better under the "directive" approach.

F. Miscellaneous

1. Bills, Robert E. The effect of a value on learning. *J. Pers.*, 1952, *21*, 217-222.

Fifty-one pairs of students differing in regard to values were matched on the basis of general ability test scores. A comparison of the final marks supported the hypothesis that agreement or disagreement between students' and instructor's values affect marks even when based on objective examinations. Small classes appear to be more effective in overcoming this effect than large classes.

2. Bloom, B. S. Thought-processes in lectures and discussions. *J. Gen. Educ.*, 1953, *7*, 160-169.

Five lecture classes and 29 discussion class sessions in the college of the Univer. of Chicago were interviewed within 48 hours after the original class. A recording of the class was played for them and at a number of critical points they were asked to report thoughts they had experienced during the original situation.

It was found that lecture is most successful in securing attention of students to what is being said and evokes primarily thoughts which are appropriate to the following and comprehending of information, while the discussion is more successful in evoking complex problem-solving types of thought.

3. Bloom, B. S. & Broder, Lois J. *Problem-solving processes of college students; an exploratory investigation.* Chicago: Univer. of Chicago Press, 1950.

An exploratory investigation of problem-solving processes on a limited number and variety of academic problems. Variation is noted among students in extent to which tension was developed in attacking a problem. Differences are also found in the ability to distinguish foreground, background, to comprehend breadth of detail, to select relevant details, and to recognize key points.

4. Dressel, Paul L. & Mayhew, Lewis B. *General education: explorations in evaluation.* Washington, D. C.: American Council on Education, 1954.

This book reports the experiences and findings of six intercollege committees working with the Cooperative Study of Evaluation in General Education. Procedures in the development of new evaluation materials and some of the findings emerging from their use are reported. Evidence reported here indicates that colleges do vary in the effectiveness of their general educational programs. Some hypotheses are posed both in the way of explanation and for possible improvement.

5. Furst, E. J. Relationship between tests of intelligence and tests of critical thinking and of knowledge. *J. Educ. Res.*, 1950, *43*, 614-625.

An investigation of the relation of critical thinking as measured by certain tests with knowledge and scholastic aptitude. Tests of critical thinking seem to measure abilities not closely related to the usual scholastic aptitude measures. Tests of knowledge showed as high correlation with critical thinking as did intelligence tests.

6. Gaier, Eugene L. Selected personality variables and the learning process. *Psychol. Monogr.*, 1952, *66*, No. 17.

Reports on an investigation of the extent to which personality variables are involved as influences in cognitive operations. Results indicate that the conscious experiences of students in class sessions over a period of time and their performance on certain objective tests are related to certain personality characteristics.

7. JENSEN, BARRY T. An independent-study laboratory using self-scoring tests. *J. Educ. Res.*, 1949, *43*, 134-137.

Students were permitted to work as fast as desired, having practice tests available, and taking examinations when ready. It was found that superior, mature, able, and highly motivated students can satisfactorily handle courses by guided independent study, if given the materials and procedures for doing so.

8. KIRKPATRICK, CLIFFORD. Religion and humanitarianism: a study of institutional implications. *Psychol. Monogr.*, 1949, *63*, No. 9.

Using a religiosity scale indicating the extensiveness of unqualified acceptance of propositions favorable to religion and a humanitarianism scale diagnostic of general, rigid-in-group attitudes, the relationships found suggest that an assumption that religion is the source of humanitarianism is not tenable.

9. LEONHARDY, ADELE VIOLA. The mathematics used in humanities, social science, and natural science areas in a program of general education at the college level. Unpublished doctor's dissertation, Univer. of Missouri, 1950.

A tabulation of the mathematical concepts used in 35 general education books is given. Only relatively simple mathematics is needed: arithmetic for elementary school and certain concepts and processes from each of the four years of high school mathematics, yet the student without preparation in essential mathematics may be handicapped unless provision is made for remedying the deficiency.

10. MATTESON, ROSS W. Concomitants of changing curriculum preference. *Coll. & Univer.*, 1953, *28*, 223-235.

Students who make preference changes compared favorably in grades with those making no changes. Improvement after a change in grades is most commonly found when the changes are made reasonably early in the college career.

11. MICHAEL, DONALD N. & MACCOBY, NATHAN. Factors influencing verbal learning from films under varying conditions of audience participation. *J. Exper. Psychol.*, 1953, *46*, 411-418.

Research has indicated that more learning occurs with use of films when there is "audience participation." This effect could be the result of increased practice in the participation session or increased motivation to learn arising from the session. This study was undertaken to assess the relative weight of the two factors and concludes that the increased learning results from practice rather than from motivation.

12. PRESSEY, SIDNEY L. Educational acceleration; appraisals and basic problems. *Bureau of Educ. Res. Monogr.*, Ohio State Univer., 1949, No. 31.

Although not especially aimed at general education this monograph in its treatment of acceleration practices, points of view about acceleration, and review of research on acceleration presents a state-

ment about acceleration which provides an excellent background for study of the problem of the unusually well-prepared students in a general education program. The evidence reported indicates that acceleration is beneficial to the students involved and there is no reason to believe that they suffer in any respect from the experience.

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: February 7, 1956

DECISIONS:

1. GRADUATION EXERCISES

The following college policies for graduation exercises approved:

a. There will be two annual graduation exercises: One at the end of the first semester, which will be as short as is consistent with the dignity of the occasion; and the regular Commencement in the Spring.

b. Students completing requirements for degrees at the end of the first semester may attend either exercise, but must attend one or the other unless officially excused.

c. Students completing requirements for degrees at the end of the second semester must attend the regular Spring Commencement unless officially excused.

d. Students completing requirements for degrees at the end of a summer session may elect to have their diplomas mailed to them instead of attending one of the scheduled graduation exercises.

e. Lists of candidates for degrees will be published only in the regular Spring Commencement program.

f. The time and manner of receiving a degree will have no bearing on the fee charged a candidate.

2. ADMISSIONS POLICY

By consensus the Administrative Council recorded its opposition at this time to denying admission, on the basis of test scores, to any applicant to North Carolina State College. This opinion is in lieu of any previously recorded.

REMINDERS:

1. All members of the Administrative Council are extended an invitation by the Dean of the School of Agriculture to attend a dinner on February 27, at 6:30 p. m., in the College Union, to hear Dr. Lewis W. Jones, President of Rutgers University and immediate past President of Association of Land Grant Colleges, Speaker: "The Role of the Land Grant College in the State and the Nation." Tickets can be obtained from Mr. J. C. Brown in 120 Ricks Hall, Extension 279.

NEXT MEETING: Tuesday, February 14, 1956
Chancellor's Office - 2:30 p. m.

AGENDA: Open.

Dr. Robt. J. Monroe

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: February 14, 1956

DECISIONS: ——

REMINDERS: ——

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NEXT MEETING: Tuesday, February 28, 1956

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

AGENDA:

1. Discussion of procedures for implementing new Admissions Policy (effective September 1957).

Dr. R. J. Monroe

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, February 28, 1956

DECISION:

1. FORMS FOR REPORTING FACULTY DUTIES - Form, "Summary of Regular Teaching Responsibilities", approved by consensus with the understanding that it will be distributed along with form, "Summary of Additional College Responsibilities". Distribution will be made from the Office of the Dean of the Faculty.

REMINDERS:

1. All deans who have not done so are requested to send material for a new catalog to the office of the Dean of the Faculty.

2. Each dean planning to print a bulletin for his school before July 1st should submit his request with a sample to Chancellor's Office as soon as possible.

3. Biennium Operating Budget requests for all budget divisions are to be submitted by April 1st in accordance with instructions which will soon be issued by the Business Manager.

4. Information on procedures for testing of applicants for admission will be distributed to all schools by the Dean of the Faculty when final plans are complete.

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NEXT MEETING: Tuesday, March 6, 1956

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

AGENDA: ——

Dr. R. J. Monroe

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, March 6, 1956

DECISION:

1. GRADUATE STUDENT GRADES - Effective second semester of 1955-56 academic year, graduate students will receive credit for courses in which "C" grades are made; however, they must maintain a "B" average.

REMINDERS: ——

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NEXT MEETING: Tuesday, March 13, 1956

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

AGENDA:

1. Open

Dr. R. J. Monroe

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, March 20, 1956

DECISION: —

REMINDER:

1. All deans are reminded to send retirement notices before July 1, 1956 to all employees who will reach the age of 65 by July 1, 1957.

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NEXT MEETING: Tuesday, March 27, 1956

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

AGENDA: —

Dr. Robt. J. Monroe

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, May 8, 1956

DECISION:

1. ANNUAL REPORT - Each dean's annual report is due July 1, 1956. The following four major topics will be used as a general guide:
   - I. Review of The Year's Work.
   - II. Comments on Educational Policies and Premises (Included here should be findings of any special committees and study groups).
   - III. Major Problems and Needs.
   - IV. Plans for the Coming Year.

REMINDERS:

1. All members of the Administrative Council and their wives are invited to the Senior Reception in the Chancellor's Garden from 4:00 - 6:00 o'clock on Saturday, May 26th.
2. All members of the Administrative Council and their wives are invited to a luncheon at the College Union immediately following the Graduating Exercises on Sunday, May 27th.

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NEXT MEETING: Members will be notified.

AGENDA: Open

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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. B. Anderson
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, May 22, 1956

DECISION: —

REMINDERS:

1. All members of the Administrative Council and their wives are invited to the Senior Reception in the Chancellor's Garden from 4:00 - 6:00 o'clock on Saturday, May 26th.

2. All members of the Administrative Council and their wives are invited to a luncheon at the College Union immediately following the Graduating Exercises on Sunday, May 27th.

* * * * * * * * * * *

NEXT MEETING: Members will be notified.

AGENDA:

1. Discussion of the advisability of a common first year for all entering freshman.

Dr. RJ Monroe

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
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, June 14, 1956

DECISIONS:

1. Change in Faculty Status Form approved. (Sample copy attached). Dean Shirley will make necessary arrangements for copies and distribution.

2. Summer School - Second Session Summer School will operate under the same terms as the First Session, except that teachers may voluntarily teach classes below the required number of eight, if they are willing to accept as compensation the actual tuition paid by the students.

REMINDERS:

1. All members of the Administrative Council are reminded of the visit of the Advisory Budget Commission on July 9. Plans for the visit are given in a memorandum sent to each Administrative Council member by Chancellor Bostian on June 5.

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NEXT MEETING: Members will be notified.

AGENDA:

1. Discussion of the advisability of a common first year for all entering freshmen.

NORTH CAROLINA STATE COLLEGE - RALEIGH

CHANGE IN FACULTY STATUS FORM DATE _____

The following action is recommended for _____
Last name First Middle

of the Department of _____, School of _____

___ NEW APPOINTMENT

Appointment as _____ at an annual salary of $_____

for ____months of service, commencing on _____

This is a ___ new position, authorized by _____
___ replacement, replacing _____

___ CHANGE IN SALARY WITHIN RANK

Change in annual salary from $_____ to $_____, to be effective as of _____ is recommended. This increase is to be charged against _____

___ CHANGE IN ACADEMIC RANK

Promotion from the rank of _____ to _____ is recommended to be effective _____. Salary adjustment for this change in rank is indicated in the space above.

___ LEAVE OF ABSENCE

Leave of absence for a period of ____months is recommended for the purpose of _____ commencing _____

This leave of absence is ___ without pay.
___ with pay at the rate of $_____ per month.

Thirty days notice will be given to return this individual to the regular payroll.

___ TERMINATION OF CONTRACT

The appointment of this faculty member has been terminated as of _____ because of ___ non-renewal of contract.
___ resignation.
He will receive his final salary at the regular payroll for _____.

THIS RECOMMENDATION IS INITIATED OR APPROVED AS FOLLOWS:

Department Head	Date	Dean of School	Date
Dean of Faculty	Date	Business Office	Date
Chancellor	Date	For the University	Date

(To be submitted in one copy only. For necessary supplemental data, see reverse side)

Dr. J. Monroe

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. C. Vann
Mr. L. L. Ray
Dean C. A. Hickman

ADMINISTRATIVE COUNCIL

NEXT MEETING: Wednesday, August 8, 1956

Chancellor's Office - 10:00 a.m.

AGENDA: 1. Budgets for 1956-57 and the biennium.

2. Classification of non-academic personnel.

Dr. R. J. Monroe

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
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, August 8, 1956

DECISIONS: —

REMINDERS:

1. Biennium Budget requests for all State institutions of higher education will be presented to the Advisory Budget Commission by the Board of Higher Education on September 17, 1956. Each institution will be notified in advance what recommendations the Board of Higher Education plans to make. Representatives of each institution will attend for the purpose of providing information, if requested.

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NEXT MEETING: Wednesday, August 20, 1956

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

AGENDA: Open

Dr. R. J. Monroe

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
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, August 20, 1956

DECISION:

1. UNIVERSITY REPORTING FORMS - prepared by Dean of the Faculty in cooperation with University Committee approved for presentation to University Cabinet. Each Dean has a copy.

REMINDERS:

1. Each Dean is reminded to discuss classification of clerical personnel with Mr. James R. Swiger, Personnel Officer.

2. State College is scheduled to appear before Finance Committee of Board of Higher Education on August 28th, from 10:45 a.m. until 1:00 p.m. and present request for Biennium Operating Budgets.

3. Biennium Budget requests for all State institutions of higher education will be presented to the Advisory Budget Commission by the Board of Higher Education on September 19, 1956, from 2:00 to 5:30 p.m. Each institution will be notified in advance what recommendations the Board of Higher Education plans to make. Representatives of each institution will attend for the purpose of providing information, if requested.

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NEXT MEETING: Members will be notified.

AGENDA: Open

Dr. R J. Monroe

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
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, September 12, 1956

DECISION:

1. Classes scheduled for 11:00 a.m. on Saturday, September 22nd, and Saturday, October 27th, will meet at 12:00 noon the preceding Fridays to enable students to attend the football games at Chapel Hill and Durham.

2. No classes will be held on Saturday, November 3rd, so that students may attend the Wake Forest Game in Winston-Salem.

REMINDERS:

1. Biennium Budget requests for State College will be presented to the Advisory Budget Commission by the Board of Higher Education on Wednesday, September 19th, from 2:00 to 5:30 p.m., Room 513 of the Revenue Building.

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NEXT MEETING: Members will be notified.

AGENDA: Open

Dr R J Monroe

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 W. J. Peterson
Dean C. A. Hickman
Mr. J. C. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, September 25, 1956

DECISION: ——

REMINDER: ——

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NEXT MEETING: Wednesday, October 3, 1956

Dean Shirley's Home - 6:00 p.m.

AGENDA:

1. Discussion of the feasibility of a common first year for all State College students.
2. Proposal to increase application fee.
3. Admission policy for foreign students.

R J Monroe

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 W. J. Peterson
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting, October 3, 1956

DECISION: —

REMINDER:

1. Opinions, ideas, and proposals relating to the problems of admissions, orientation, and the imbalance of the professional schools should be submitted to the Chancellor in writing before the next meeting of the Administrative Council.

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NEXT MEETING: Thursday, October 18, 1956

J. J. Stewart's Home - 6:30 p.m.

AGENDA:

1. Continuation of the discussion of the problems of admissions, orientation, and the imbalance of the professional schools.

2. Proposal to increase application fee.

3. Admission policy for foreign students.

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 W. J. Peterson
Dean C. A. Hickman
Mr. J. C. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

SPECIAL MEETING: Tuesday, October 9, 1956

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

AGENDA:

1. The planning of a television program which will involve all schools and will be presented on Channel 11, Durham, North Carolina, on October 31st, for approximately one and a half hours.

   It is important that each Dean, or a representative who can speak for his school, be present at this meeting.

October 9, 1956

TO: Members of the Administrative Council
FROM: The Faculty of the School of Forestry

Proposal for Revising Freshman Year

1. On basis of placement tests all new students desiring to enroll in a professional school may do so if their total decile score for the English, mathematics and psychology tests is 9 or above (average of 3rd decile).

2. Students who are undecided as to what program they want or with total scores of 8 or less will enroll in the "Division of Intermediate Registration."
   a. These students will take a common first semester program which will include a three-credit orientation course, courses in English and mathematics, and which will provide for one elective course each semester in a science. It is recognized that the majority of these students will be taking refresher mathematics or English.
   b. Students will remain in the "Division of Intermediate Registration" for at least one year and not more than two years (unless readmitted by the Admissions Committee). To be eligible to transfer into a professional school a student must have a C average.
   c. Students enrolled in the "Division of Intermediate Registration" will receive special guidance and counseling which will include a battery of aptitude and ability tests.
   d. Students who make C averages their first semester and desire to indicate a choice of schools can plan schedules for the second semester with an adviser in that school which will parallel as closely as possible the requirements of the school selected.

3. All foreign students may enter a professional school regardless of test scores if they so desire.

4. Schools can set up quotas based on capacity for departments or curricula at the beginning of the Sophomore or Junior years and accept students into these programs on the basis of college grades received.

We do not believe that students with scores of 9 or more and who know what program they want should be required to take the general orientation course. However, they should be permitted to take this course if they so desire.

We are strongly opposed to the philosophy of a general "basic school" or division for one or two years and do not want the above suggested proposal to be construed as the first step toward such a program.

We would like to see all first semester courses as similar in content as possible to permit greatest possible ease in transferring. For this reason we would favor combining Math 101 and 111 and have the more concentrated mathematics start in the second semester with separate courses in Math 102 and 112. For the same reason we are opposed to the plan recommended by the Chemistry Department for splitting Chemistry 101 into two courses, one for students planning to major in a program requiring much chemistry and the other for general students.

MINUTES

GENERAL CURRICULUM COMMITTEE FOR THE SCHOOL OF AGRICULTURE

Saturday, October 13, 1956
10:10 A.M. to 12:30 P.M.
245 Gardner Hall

Attendance: 16 members or alternates, Dean Colvard, Dr. Lovvorn, Dr. Peterson and Dr. Rice.

Chairman: Borg

Order of Business:

1. Approval of the minutes of the meeting of September 12, 1956.

2. Course listings for the 1956-58 catolog.

   Bishop stated that a comparison of course listings in the 1952-53 college catalog and in the galley proofs for the 1956-58 catalog have been made for each department. He asked each curriculum committee member to check the comparisons for his department and to return them to him. He stated that there has been a 25% increase in course listings in the four-year period. It is hoped that some of the deadwood courses may be eliminated.

3. Common first-year curriculum.

   Dean Colvard presented reasons for the proposed introduction of a first-year curriculum common to the various schools of State College. There is a lack of balance in the freshman enrollment in the schools, with a decline in admissions to the Schools of Agriculture, Education, and Textiles, and an increase in Engineering, Forestry, and Design. Entering students are frequently not prepared to make a wise choice as to which school they should enter. It is doubtful whether the college is doing an adequate job in guiding such students. The decrease in enrollment in Agriculture is not good for the college, since the needs in Agriculture are great and since support to the institution is largely attracted through Agriculture. The possibility of introducing a common first-year curriculum was discussed in the Administrative Council. There was reluctance on the part of some of the schools to accept this approach. There was fear that there would be a return to the Basic Division which was discarded some years ago. Some persons felt that counseling is more effective when centered in the schools. There was concern also that a common curriculum might cause a lowering of standards for the better students. No decision was made in the Administrative Council regarding the common curriculum, but the Deans were asked to develop a point of view for each school. It was suggested that qualified students might be admitted directly to the school of their choice without enrolling for the common curriculum; that there might be two levels of admission, one directly into the professional schools and one into the College without direct admission into the schools.

   Dr. Peterson pointed out that the policy in the past has been to admit all high school graduates into the schools and to let the attrition fall as it may. In view of the high attrition at State College it is questionable whether we have been doing an adequate job of orienting students. A better policy might be to accept any high school graduate into the College, but to use a different basis for admission into the schools. A common first-year curriculum might be set

up, but it would seem unreasonable to put into this curriculum qualified students who wish to enter a particular school. The common curriculum should be set up for students who are undecided as to which school to enter or who are not qualified to enter the school of their choice. Criteria for entrance to the different schools might be different. Perhaps in this way more emphasis could be put on quality of instruction. There is no intent on the part of the Administration to go back to the concept of the Basic Division or to set up a first-year curriculum loaded with humanities.

Dr. Rice showed how the new admissions policy set up by the Board of Trustees would affect the School of Agriculture. Out of 154 freshman students with complete test scores, there are 48 with no ranking above the second decile in the placement tests and 16 additional with no ranking above the third decile. This means that about 35% of our students would be eliminated if the admission requirement of not being in the lowest quartile in all three placement tests were in effect. If it is assumed that the number of applications for admission to the School of Agriculture will decrease next year as it has during the last few years, it appears that there will be only 115 or 120 students enrolled next year as compared with 192 this year. The rank of Agriculture students relative to those in other schools is not improving: 3/4 of the Agriculture freshmen have a total of 15 points or less in the three placement tests this year as compared with 2/3 last year.

Dr. Lovvorn emphasized the need for a School of General Studies or some such arrangement to take care of students who are undecided as to which school to enter.

Discussion among committee members and guests brought out the following additional information: There is little chance that a curriculum common to all first-year students of the college can be set up; the committee probably would save time by assuming that this will not be done. Nothing has been decided as to what should be included in the first-year curriculum for students who are not enrolled in a particular school. The main problems connected with such a curriculum appear to be in mathematics and in biological sciences. Presumably some orientation courses would be included. Arrangements would have to be worked out for the acceptance of credits for such courses by the schools. In answer to a question concerning the possibility of setting up a five-year course of study, it was suggested that such a course need not be formally set up, but that it might be anticipated for some students. There has been no decision made as to whether a student who enters the general curriculum would be bound to remain in it for a full year. There was feeling that students should not be penalized for enrolling in a general curriculum and that credits for courses taken should be accepted in the various schools. Dr. Rice pointed out that the first-year program at State College is fairly uniform already, that all students take Mathematics and English and that most of them take Chemistry. Dean Colvard stated that under the proposed program it might be possible to salvage some of the students who would otherwise be destined to fail in an Engineering curriculum. Some of these students, who might be unsuited to Engineering due to deficiency in Mathematics, might do well in Agriculture, Forestry or Textiles.

Dean Colvard asked the question as to whether this committee would give support favorable to the establishment of one set of standards for admission to the School of Agriculture and other schools, and a different set of standards for admission to the College of students who are not prepared to enter a professional school either through indecision or through failure to meet the requirements. It is assumed that the requirements for admission to the schools would be higher than those for admission to the College.

There was reluctance on the part of some of the committee members to commit themselves in answering such a question without first consulting the members of their departments.

Dean Colvard then asked if this group as a group of individuals would tentatively look with favor on this idea, and if those who could obtain some expression from their departments would communicate their decisions to him.

Motion: that the Curriculum Committee of the School of Agriculture endorse the concept that consideration be given to the establishment of separate standards for admission to the College and to the individual schools within the College. Passed unanimously.

Dean Colvard requested the Committee to continue to counsel the Administration concerning this matter. He urged the members to consider the problem from the point of view of the student rather than from a departmental point of view.

4. The next meeting of the committee was set for Saturday, October 20, at 11 A.M.

Respectfully submitted,

R. H. Loeppert

R. H. Loeppert, Secretary

Dr R.J. Monroe

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 W. J. Peterson
Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: October 18, 1956

DECISION:

1. APPLICATION FEE - increased to $10.00, effective for all applications for admission to summer and fall sessions of 1957. Fee will be refunded if admission is denied; credited to tuition if applicant registers; retained for use by Admissions Office if applicant fails to register.

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NEXT MEETING: Tuesday, October 30, 1956

Dean R. J. Preston's Home - 6:30 p.m.

AGENDA:

1. Continuation of the discussion of the problems of admissions, orientation, and the imbalance of the professional schools.

Some Reactions to the Proposal for a Common First Year

The comments which follow are directed not only to the original proposal for a common first year, but also to modifications of that proposal which were suggested at the Administrative Council meeting of two weeks ago. These comments are my own, in the sense that the proposal has not been referred to the School Faculty. These comments do, however, reflect a series of discussions in the Administrative Board of the School, and I believe that they are not unfaithful to general feelings in the School.

At the outset, let me make it clear that the School of General Studies does not favor the reestablishment of the old Basic Division. Neither, however, does it feel that a common first year, or some variation thereof, necessarily represents a move toward such a Division. The School is also opposed to concentration of the humanities and social sciences in the first year, or, for that matter, in the first two years. We believe, as apparently the technical schools also believe, that work in these areas is not merely something to "take and be done with," or to serve as the "foundation." We like and hope to strengthen the current pattern of having work in the School of General Studies parallel and complement work in the technical /schools at all levels. Again, however, we do not interpret the common first-year proposal as necessarily involving such an initial concentration upon the social sciences and humanities. It seems likely that only composition and physical education would be involved.

My remaining remarks are addressed directly to the proposals at issue. Our School is not unsympathetic to the idea of a common first year, if genuine agreement among the technical schools as to the content of such a first year can be reached. If a first year could be evolved which would not weaken professional standards, introduce extraneous courses in some curricula, or unduly lengthen curricula, there would be obvious advantages in terms of advising, counselling, and internal balance in establishing such a year. These are big "ifs", to be sure. It may be that such a common first year simply cannot be agreed upon. I would like to see one more effort made, however, to talk in specific terms for at least a few minutes at this second evening meeting of the Administrative Council.

Do we know that agreement on a mathematics course, and on a science course, is impossible? It is very possible, of course, that there are deep-rooted and persuasive reasons why these courses vary from curriculum to curriculum. On the other hand, it is not beyond conjecture that some of these differences are more apparent than real, or that they have evolved for historical reasons and are not intrinsic. Could we talk for a few minutes about the mathematics course, for example? If there could be agreement on a mathematics course and a science course, two-thirds of a student's first-year program would be in common. If there could be agreement on only one of these courses, over half would be in common. In either case, there would be plenty of room for electives, some of which could be in the School to which the student aspires. Such an arrangement would preserve most of the advantages of a common first year, and yet it might not seriously impede the progress of the student or lengthen professional curricula.

If agreement cannot be reached in regard to a common first year, alternatives are in order. There seems to be a proposal emerging that would allow students who have made up their minds as to School, and who score well in the entrance examinations, to go directly into the technical school of their choice. Others, either low-scoring students or those who are undecided as to School, would be placed in some sort of special administrative unit for a period of from six months to two years.

I am a bit puzzled by this proposal, perhaps because it has not yet been clearly outlined. How large a group would go into this special administrative unit? This would depend in large part upon the answers to two other questions. How different from the overall State College entrance requirements, including entrance examinations, will the School requirements be? What fraction of the entering Freshman class would register as undecided as to School, if some arrangement for so registering were to be made possible? Both the merits and the feasibility of the proposal depends in part upon the answers to questions such as these. There are also some other questions which have bearing about the validity of the proposal. The counselling would presumably be done by a central counselling unit, but where would the academic advising be vested? What sort of orientation program could be evolved, to give the undecided, or those changing their minds, genuine insight into the programs of the Schools?

Above all, one final question might be posed. Would this proposal bring us closer to a common first year, or would it mean additional divergences and variation? Presumably the students who know which School they wish to enter, but are not yet ready to do so, will want to take the mathematics, for example, of the School of their choice. Thus, more than one course in mathematics will be taken by students in this administrative unit. What about the strong but undecided, or perhaps the weak and undecided? Will they take the most exacting mathematics now required, the least exacting mathematics now required, or some mathematics not now taken at all? If they do not take the most exacting mathematics any School demands, their choice of School has already been limited before they have had a chance to make up their minds. Such problems are not insuperable, but perhaps they do indicate that this proposal deserves careful thought. Possibly we should spend some time looking squarely at this proposal and ask what its merits and demerits may be.

In any event, certain improvements over the present arrangements seem in order and agreed upon. Curricular divergences that have arisen — more or less by historic accident and have no intrinsic basis might well be eliminated, both between Schools and within each School. Counselling should be made more widely available. Academic advising should be placed under serious study, in regard to manpower demands coordination, and effectiveness. Some sort of all-College orientation program, on a more elaborate scale than is now available, should be considered. If there are inadvertent impediments to transfer between schools, these impediments should be removed. These matters should be placed under early and intensive study, and in those cases where the study has been made, proposals for action should be entertained.

C. Addison Hickman

18 October 1956

October 19, 1956

Dr. J. H. Lampe
Dean of Engineering
Campus

Dear Sir:

I am complying to your request for comments on Dean Preston's timely proposal concerning the common freshman curriculum.

(1) In the Engineering curricula, mathematics looms large and is spelled with capital letters. In the beginning of the freshman year the engineering student must be ready for a concentrated course in algebra, trigonometry, and analytics -- a definite preparation that is not an absolute must for the non-engineering student. There is no easy road for adequate preparation for the calculus. The present MA 101 and MA 102 courses are barely adequate.

(2) Many of the students now taking MA 111 if required to take MA 101, would find the pace too rapid, and the number of failures would increase sharply. As a matter of discretion we never emphasize the differences between the two courses, but the variation in subject matter and tempo is very real.

(3) Not ohly should MA 111 and MA 101 remain separate, but also the pre-college preparation should remain different. We would like to recommend that in the beginning of the freshman year the engineering student who falls below a certain score (about 55) be placed in concentrated courses in mathematics and English for one semester. The mathematics should have a minimum of six contact hours. If he does not pass these courses, we recommend that he be considered non-engineering material. Without any stigma, then, he could go into another curriculum where mathematics is a less weighty factor. Concerning mathematics, we would recommend a similar but less rigorous program be set up for non-engineering students. This could be regulated so as to conform to the capacities and needs of the various schools.

(4) Any professional department in any school could choose between the more potent and the less potent mathematics program. The students in the School of Design are now taking the engineering mathematics series.

(5) Through the years we have experienced a large number of non-engineering students taking freshman courses in mathematics during the sophomore, junior, and senior years. Many of them graduate and become outstanding citizens. (In fact, we have had some graduate students whose undergraduate training did not include any mathematics.)

Respectfully yours,

H. A. Fisher

H. A. Fisher, Head
Department of Mathematics

c. c. to
Chancellor Bostian
Dean Shirley
Dean Campbell
Dean Colvard
Dean Kamphoefner
Dean Kirkland
Dean Hickman
Dr. Hartley
Dr. Peterson

REPORT ON ENTRANCE EXAMINATIONS - 1956
as related to Admissions Policy

At a recent meeting of the Administrative Council, it was proposed that next year's freshman applicants might be grouped into three classes:

A. Students falling into the lowest quartile on all three examinations, who by action of the Trustees would be denied admission to State College.

B. Borderline students admitted but having a total score of 9 or below on all three examinations and/or who were in the 4th decile or below in mathematics and applying for Engineering or Design. These students might be permitted to enroll in their schools, but would have special counselling and orientation.

C. Students scoring a total decile score of 10 or better on the entrance examinations and meeting the algebra score requirement, as above, would be enrolled as regular students in the curricula of their choice as in the past.

A study of the 1,383 freshmen entering this fall (1956) indicates that under this proposed division, the following numbers would result:

SCHOOL	STUDENTS 1956	CLASS A NO.	%	CLASS B NO.	%	CLASS C NO.	%
AGRICULTURE	136	35	25.7	34	25.0	67	49.3
EDUCATION	79	22	27.8	19	24.1	38	48.1
ENGINEERING	952	23	2.4	180*	18.9	749	78.8
FORESTRY	82	5	6.1	6	7.3	71	86.6
DESIGN	71	2	2.8	10**	14.1	59	83.1
TEXTILES	63	7	11.0	9	14.3	47	74.6
TOTAL - N.C.S.C.	1,383	94	6.8	258	18.7	1,031	74.5

*Engineering figure includes 108 making a total score of 9 or less on tests, and 72 additional whose algebra was below the 5th decile.

**Design figures include 7 making a total score of 9 or less on tests, and 3 more whose algebra was below the 5th decile.

November 6, 1956

TO: Chancellor Bostian and Members of the Administrative Council

FROM: R. J. Preston

Proposal Concerning Admission Policy

A possible simple solution to many points raised in our recent discussions has occurred to me and is presented for your consideration.

1. On the basis of scores made on the Algebra, English and General Ability tests (or their equivalent) only those students who make a combined decile score of 10 or more will be granted immediate admission.

2. Those students making a total score of 9 or less will be notified that they must take further tests and have a counseling interview before their application is acted upon. (This will also be advised for Design and Engineering students making less than 6 in Algebra, but will not be required).

3. The additional tests given will measure interests and aptitudes as well as rechecking ability. On the result of these tests the applicant will be notified as follows:

a. If the additional tests indicate ability below the cut-off point decided by the University the student will be notified that at the present time he is not qualified for acceptance.

b. If the additional tests indicate sufficiently greater chance for success than the original tests the student will be admitted forthwith into the program of his choice.

c. If the additional tests indicate the same ability level as the original tests, the student will be given careful guidance with the results of aptitude tests and all other available information considered by the interviewer (who should have been trained in this work). This interviewer might advise the student that because of strong motives and interests he would have a reasonable chance for success in a program that would be difficult for him, or he might flatly tell the student he had no chance for success in a program involving much mathematics, etc. Many students who had made an unwise choice could be directed elsewhere.

Most of the students in this group will be marginal and will need review English or Algebra, or both. If not strongly motivated they could be given an orientation course to acquaint them with other fields available. It is estimated that perhaps 6% of applicants would be denied admission and perhaps 25% would fall into this catagory requiring special testing and counseling (on the basis of 1600 freshmen this would mean special attention for about 400).

This proposal might accomplish most of the things that have troubled us without seriously disrupting our present way of handling students. It would reach all students seriously unqualified for particular programs. It would not present a counseling load that would be impossible to handle financially. It would permit all qualified students to be associated at the outset with the school of their choice.

Three other steps appear most desirable. They do not necessarily have any relation to the admission proposal just set forth.

1. Schools, departments, or curricula should be given authority to set quotas at the beginning of the sophomore year in line with their maximum facilities for handling students or in line with the professional demand for graduates when this becomes critically limiting.

2. An essentially common freshman first semester would be helpful to students desiring to transfer as their interests mature and their abilities become better known. A study of first year programs show that the following schedule would fit most programs with few major changes:

Eng 111	3 cr.
Math 112	4 cr.
Biological or Phys. Science	3 or 4 cr.
Mil. Sci.	2 cr.
Phys. Ed.	1 cr.
Introductory courses or Biol. Sci.	5 or 6 cr.
	18 to 20 cr.

The big change here is a common first semester course in Algebra and Trig. which would probably need to be similar to Math 112. The more intensive math could then start with the second semester. Students transferring after one semester would be given full credit.

3. There is real need for a non-professional degree program leading to some such degree as a B. S. in General Science. This would meet the need of a group of students who are not qualified for a particular program and yet are not interested in another professional field offered at State College.

Dr. R. J. Monroe

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 W. J. Peterson
Dean C. A. Hickman
Mr. J. C. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: October 30, 1956

DECISIONS:

1. ENTRANCE EXAMINATIONS - Responsibility for selection and training of staff necessary for administering the entrance examinations to be given at centers throughout the state should rest with the University Testing Service at Chapel Hill.

   It is understood that at these testing centers no student or students will be advised or counseled regarding curricula or programs of instruction of any of the branches of the Consolidated University.

2. TELEVISION PROGRAM - planned for WTVD, Durham, will be given additional consideration by Chancellor Bostian, Mr. Ray, Mr. Pate, Dean Campbell and Dean Kirkland. It was agreed that these programs, if approved, should be jointly planned and produced by WUNC and the personnel of WDTV; that they should be Kinescoped; and, that possibly the time of all programs should be reduced.

* * * * * * * * * * * * *

NEXT MEETING: Tuesday, November 6, 1956
Chancellor's Office - 2:30 p.m.

AGENDA:

1. The problems of admissions and orientation for the school year 1957-58.

Dr. R. J. Monroe

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
Dean J. B. Kirkland
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Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: November 6, 1956

DECISIONS: --

REMINDERS:

1. The Visiting Committee of the Board of Trustees will not return to State College.

* * * * * * * * * * * * * * * *

NEXT MEETING: Friday, November 23, 1956

Chancellor's Office - 9:00 a.m.

AGENDA:

1. Problems of admissions and orientation for the school year 1957-58.

REPORT ON ENTRANCE EXAMINATIONS - 1956
as related to Admissions Policy

At a recent meeting of the Administrative Council, it was proposed that next year's freshman applicants might be grouped into three classes:

A. Students falling into the lowest quartile on all three examinations, who by action of the Trustees would be denied admission to State College.

B. Borderline students admitted but having a total score of 9 or below on all three examinations and/or who were in the 4th decile or below in mathematics and applying for Engineering or Design. These students might be permitted to enroll in their schools, but would have special counselling and orientation.

C. Students scoring a total decile score of 10 or better on the entrance examinations and meeting the algebra score requirement, as above, would be enrolled as regular students in the curricula of their choice as in the past.

A study of the 1,383 freshmen entering this fall (1956) indicates that under this proposed division, the following numbers would result:

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**Design figures include 7 making a total score of 9 or less on tests, and 3 more whose algebra was below the 5th decile.

November 6, 1956

Administrative Council

DECISIONS MADE BY ADMINISTRATIVE COUNCIL

at November 23 Meeting

ADMISSION OF NEW FRESHMEN - All applicants for admission as new freshmen after September 1, 1957, will be grouped into the following classes and and handled for admission and counseling as indicated:

a. Applicants falling into the lowest quartile on all three entrance examinations will be notified that they are not eligible for admission unless re-examination at N. C. State College indicates their eligibility or unless they attend a Summer Session at N. C. State College prior to admission as a regular student and make a grade of 'C' or better on both Remedial English (English Refresher) and Remedial Mathematics.

b. Applicants having a total decile score of 9 or below on all three examinations and/or who were in the 4th decile or below in mathematics and applying for Engineering or Design will be required to visit N. C. State College for counseling before admission is complete.

c. Applicants whose test scores in mathematics or English would require assignment to a remedial course in either subject will be so notified and advised to attend summer school at N. C. State College and to take Remedial English and/or Remedial Mathematics. They will be advised that unless this is done their required time for graduation will be more than normal.

d. Applicants who have not had mathematics courses required for admission to certain curricula will be advised to make up their deficiency by correspondence or summer school work prior to enrollment. They will be told that failure to do so may result in delayed graduation.

e. Applicants scoring a total decile score of 10 or better and meeting English and mathematics requirements will be admitted without additional counseling.

REMINDER:

Chancellor Bostian must be notified promptly of scheduled visits of accrediting boards or committees to any of the schools at N. C. State College.

Dr. R. J. Monroe

Chancellor C. H. Bostian
Dean D. W. Colvard
Dean H. L. Kamphoefner
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Dean C. A. Hickman
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Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: November 23, 1956

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   e. Applicants scoring a total decile score of 10 or better and meeting English and mathematics requirements will be admitted without additional required counseling.

REMINDER:

1. Chancellor Bostian must be notified promptly of scheduled visits of accrediting boards or committees to any of the schools at North Carolina State College.

NEXT MEETING: Friday, December 7, 1956

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

AGENDA - For Future Meetings:

1. Establishing of quotas for the sophomore year in certain curricula.
2. Orientation courses in the six degree-granting schools.
3. Policies and procedures for transferring from one school to another at North Carolina State College.
4. Preadmission testing of students transferring to North Carolina State College from another college.
5. Transcript requirements for unclassified and extension students.
6. Termination of remedial courses in English and mathematics.
7. Academic requirements for the first semester of each school year.
8. Academic credit for ROTC.
9. Class attendance regulations.
10. Programs for superior students.
11. Should entering freshmen who have had 6 months duty with Armed Services:
    a. Be exempt from ROTC.
    b. Be allowed 12 semester hours credit for Military and Physical Education.

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

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Dean C. A. Hickman
Mr. J. G. Vann
Mr. L. L. Ray

ADMINISTRATIVE COUNCIL

Meeting: December 7, 1956

DECISIONS: - - -

REMINDERS:

1. The Dean of the Faculty will report University policy on transcript requirements for unclassified and extension students at the next meeting of the council.

2. A study of the academic progress of transfer students will be undertaken by the Dean of the Faculty and the Dean of Student Affairs.

3. The Dean of Engineering and the Dean of Design will recommend quotas for the sophomore year in certain curricula at the next meeting of the council.

4. A committee consisting of the Dean of the Faculty, the Dean of the Graduate School and the Dean of General Studies will consider the desirability of establishing optimum quotas for all curricula.

5. All council members are requested to consider carefully what type of new classroom building will best meet the needs of North Carolina State College.

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NEXT MEETING: Members will be notified.

AGENDA - For Future Meetings:

1. Establishing of quotas for the sophomore year in certain curricula.
2. Transcript requirements for unclassified and extension students.
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10. Programs for superior students.
11. Should entering freshmen who have had 6 months duty with Armed Services:
    a. Be exempt from ROTC?
    b. Be allowed 12 semester hours credit for Military and Physical Education?

NORTH CAROLINA STATE COLLEGE
OF THE
UNIVERSITY OF NORTH CAROLINA
RALEIGH

SCHOOL OF ENGINEERING

J. H. LAMPE, DEAN

December 11, 1956

Department Heads
School of Engineering

Gentlemen:

As a result of discussion at the Administrative Council on Friday, December 7, 1956, the following quotation was made in the minutes of the meeting: "The Dean of Engineering and the Dean of Design will recommend quotas for the sophomore year in certain curricula at the next meeting of the council."

The next meeting of the Council will be immediately following January 1, 1957, and I therefore request that you send me the quota information before the Christmas holidays. The number of sophomores that you can successfully handle must be based on several factors but most important will be the number of staff that you now have and the number of new staff that you feel you can employ. Next, I would ask you to consider the limitations imposed by physical facilities, including classrooms, laboratories, and equipment. Please give full consideration to the service work of your department as well as the instructional programs leading to undergraduate and graduate degrees.

I realize that there will necessarily be different concepts and different viewpoints in obtaining these figures but I am asking for your serious consideration and helpful analysis in obtaining the data that has been requested. There will necessarily be speculation as to the use of this material and you note that the major request here is for a statement of how many sophomores your department can handle in view of the overall responsibility in undergraduate and graduate teaching. This will tend to indicate the possibility of a further selection process being applied at the beginning of the sophomore year. It would appear to me in a quick survey that the sophomore quota type of thinking might well need to be given consideration in some of our larger departments such as Mechanical, Electrical, and Civil Engineering.

Sincerely yours,

J. H. Lampe
Dean of Engineering

JHL:C

NORTH CAROLINA STATE COLLEGE
OF AGRICULTURE AND ENGINEERING
OFFICE OF THE CHANCELLOR
OF THE UNIVERSITY OF NORTH CAROLINA
RALEIGH

13 December 1956

MEMORANDUM TO: Administrative Council

On Tuesday afternoon, December 18, Governor Hodges is having a meeting of the state's congressional delegation to present to them matters likely to be considered by the next session of Congress. This is a public meeting and you should feel free to attend.

If there are any matters likely to involve interests of your area of work, please notify me by Monday, December 17, so that I may send all of our suggestions to President Friday as one report.

Carey H. Bostian

Carey H. Bostian
Chancellor

CHB:ho

NORTH CAROLINA STATE COLLEGE
STATE COLLEGE STATION
Raleigh, N. C.

OFFICE OF STUDENT AFFAIRS
Holladay Hall

December 31, 1956

MEMORANDUM TO: Administrative Council Members

FROM: James J. Stewart, Jr.

Our Counseling Center has completed the attached study of the academic progress of transfer students. It may be helpful in the consideration of college admissions policies.

C O P Y

JJS:w

attachments

Mr. J. G. Vann

Prepared by N. C. State College Counseling Center - December 31, 1956

STUDY OF TRANSFERS - THEIR FIRST-YEAR SUCCESS

The accompanying tables show the academic progress for the first year of their enrollment at State College of students transferring from other institutions. Included are undergraduate students entering State College in the fall of 1954 and those entering in the fall of 1955. Excluded are graduate students, foreign students, students transferring without college credit, and special students not carrying regular loads of work.

Generally, transfers appear to have done as well as the student body as a whole, to judge from yearly averages (see Table I). Table II shows yearly averages by classes within schools. The small numbers involved in many cases makes doubtful the value of the averages for comparative purposes. The generally better performance of all groups for 1955-56 over 1954-55 is interesting, but not readily explained.

Table III shows a distribution of grade averages for transfers. Here, using the grand totals at the bottom of the table, we see that in 1954-55 64 out of 192 transfers (about 33 per cent) had unsatisfactory averages; and that in 1955-56 the comparative figures were 64 out of 212 (about 30 per cent). These percentages seem large, but turn out to be comparable to those for all State College freshmen, sophomores and juniors lumped together for the respective years: Unsatisfactory grade averages 1954-55: 31.5%; Unsatisfactory grade averages 1955-56: 25.7%.

Although it would be difficult from the data obtained to show that the grade performance of transfer students is actually different from that of the student body as a whole, Table IV does suggest that transfers from some North Carolina colleges frequently do not do well here. Examples: Mars Hill, Campbell, Wilmington, Western Carolina, East Carolina (not so surely), Lees-McRae, Wingate, and Oak Ridge.

TABLE I

YEARLY GRADE AVERAGE OF UNDERGRADUATE TRANSFER STUDENTS BY SCHOOLS

	Entering Fall 1954		Entering Fall 1955	
	No.	Average	No.	Average
Agriculture	14	2.35	23	2.12
Design	12	2.16	12	2.42
Education	16	2.45	11	2.42
Engineering	103	2.12	126	2.29
Forestry	14	1.69	14	2.26
Textiles	16	2.24	15	2.55
Total for Transfers	175	2.21	201	2.30
Yearly Average for all Undergraduates	3247	2.22	3694	2.34

TABLE II

YEARLY GRADE AVERAGES OF TRANSFER STUDENTS AS COMPARED WITH ALL STUDENTS IN SAME CLASSIFICATIONS

School	Entering Fall 1954				Entering Fall 1955			
	Transfers		Entire Class		Transfers		Entire Class	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
Freshmen								
Agriculture	8	2.15	209	1.93	9	2.27	181	1.99
Design	2	2.31	64	1.99	4	2.74	58	1.95
Education	2	1.57	116	1.97	5	1.98	122	1.84
Engineering	29	2.28	742	2.16	38	2.46	848	2.27
Forestry	4	1.26	59	1.77	1	.64	87	2.03
Textiles	7	1.81	101	1.94	5	2.56	97	2.15
Total	52	1.90	1291	2.06	62	2.39	1393	2.16
Sophomores								
Agriculture	5	2.41	118	2.26	12	1.90	123	2.22
Design	7	1.85	34	1.96	3	1.92	41	2.08
Education	13	2.57	72	2.27	2	2.91	97	2.35
Engineering	44	2.05	457	2.14	63	2.19	566	2.28
Forestry	8	1.89	42	2.18	6	2.82	31	2.43
Textiles	6	2.78	93	2.27	5	2.63	77	2.49
Total	83	2.26	816	2.18	91	2.23	935	2.29
Juniors								
Agriculture	1	3.69	99	2.48	2	2.73	110	2.59
Design	3	2.77	27	2.43	4	2.38	26	2.31
Education	1	2.72	55	2.54	3	2.52	76	2.56
Engineering	29	2.01	280	2.22	25	2.29	388	2.32
Forestry	2	1.75	26	2.23	7	2.02	39	2.36
Textiles	3	2.16	85	2.47	5	2.45	93	2.43
Total	39	2.52	572	2.34	46	2.31	732	2.40
Seniors								
Agriculture	-	-	-	-	-	-	-	-
Design	-	-	-	-	1	2.84	-	-
Education	-	-	-	-	1	3.31	-	-
Engineering	1	3.44	-	-	-	-	-	-
Forestry	-	-	-	-	-	-	-	-
Textiles	-	-	-	-	-	-	-	-
Total	1	3.44	568	2.54	2	3.08	634	2.73
GRAND TOTAL	175*	2.21	3247	2.22	201**	2.30	3694	2.34

*17 who withdrew without grades not included.
**11 who withdrew without grades not included.

TABLE III

FIRST-YEAR GRADE PERFORMANCE OF TRANSFERS BY SCHOOLS AND CLASSES

FRESHMEN

School	Entering Fall 1954					Entering Fall 1955				
	3.00-4.00	1.50-2.99	0-1.49	Withdrew*	Total No.	3.00-4.00	1.50-2.99	0-1.49	Withdrew*	Total No.
Agriculture		7		1	8	2	4	3		9
Design	1		1	1	3	1	3			4
Education		3			3	1	2	2	1	6
Engineering	8	18	3	3	32	8	27	3	3	41
Forestry	1		3	1	5			1		1
Textiles		5	2	1	8	1	4			5
Totals	10	33	9	7	59	13	40	9	4	66

SOPHOMORES

	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.
Agriculture	2		4		6	1	3	8	1	13
Design	1	2	3		7		2	1		3
Education	5	3	5		13	1	1			2
Engineering	4	18	21	3	46	9	26	28	4	67
Forestry		3	5		8	2	4		1	7
Textiles	1	5		3	9	2	2	1		5
Totals	13	31	38	6	89	15	38	38	6	97

JUNIORS

	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.
Agriculture	1				1	1		1		2
Design	1	2		1	4	1	2	1		4
Education		1			1	1	2			3
Engineering	4	10	15	3	32	5	11	9	1	26
Forestry		1	1		2	1	2	4		7
Textiles		2	1		3	2	1	2		5
Totals	6	16	17	4	43	11	18	17	1	47

SENIORS

	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.
Agriculture										
Design							1			1
Education						1				1
Engineering	1				1					
Forestry										
Textiles										
Totals	1				1	1	1			2
Grand Totals	30	80	64	17	192	40	97	64	11	212

*Neither semester completed; no grades.

TABLE IV

FIRST-YEAR GRADE PERFORMANCE OF TRANSFERS BY INSTITUTION PREVIOUSLY ATTENDED

Name of Institution	Entering Fall 1954					Entering Fall 1955				
	Total No.	3.00-4.00	2.00-2.99	0-1.99	Withdrew*	Total No.	3.00-4.00	2.00-2.99	0-1.99	Withdrew*
Appalachian State	7	2	2	1	2	3		2	1	
Asheville Biltmore	1				1	6		4	2	
Atlantic Christian	1				1	3		3		
Belmont Abbey	2		1	1		2			1	1
Brevard Jr.	7	1	1	3	2	3		2	1	
Campbell Jr.	11		2	7	2	11	1	7	3	
Catawba	1		1							
Charlotte	12	2	4	6		4	3	1		
Chowan						1		1		
Davidson	2		1	1		4	2	2		
Duke						1			1	
East Carolina	9		6	2	1	10	2	2	6	
Elon	3	2	1			4		2	2	
Gardner Webb Jr.	5	2	1	2		7	3	3	1	
Guilford	1			1		5		3	2	
High Point	3	1	2			5	2	1	2	
Lees-McRae	5		1	3	1	6	1	1	4	
Lenoir Rhyne	4		3	1		2	1	1		
Louisburg	5	1	1	3		1		1		
Mars Hill	19	2	3	13	1	14		3	10	1
Mitchell	1		1			1			1	
Oak Ridge Military	9		2	5	2	3			2	1
Pfeiffer Jr.	2			2		6	3	3		
Pineland						1		1		
Presbyterian Jr.	4	1	3			2		2		
U. N. C.	10	3	5	1	1	15	3	7	4	1
Warren Wilson	3	1		1	1					
Western Carolina	6		1	4	1	10		4	4	2
Wilmington	7		4	3		13		4	8	1
Wingate	1		1			8		2	5	1
W. C. U. N. C.						2			1	1
Totals for N. C. Institutions	141	18	47	60	16	153	21	62	61	9
Totals for out-of-state Institutions	51	12	19	19	1	59	19	26	12	2
GRAND TOTALS	192	30	66	79	17	212	40	88	73	11

*Neither semester completed; no grades.