

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

DEPARTMENT OF CHEMISTRY

October 9, 1956

Chancellor C. H. Bostian
"A" Holladay
Campus

Dear Chancellor Bostian:

With regard to a continuation of our discussion of the other evening, I have little to add beyond my views as expressed at that time. It might be helpful, however, to re-state them and perhaps amplify a bit.

I believe it to be a basic tenet of the land-grant philosophy that we owe every citizen an opportunity for an education to that degree which his capabilities permit him. This is not to say that this education must be had at North Carolina State College, nor that we owe him an education in any area if he is incompetent. It does mean, however, that having come to State College we are obligated to attempt to determine his competency as best we can, to direct him by advice and council into the area where he can make maximum use of his various talents. If the capabilities of a given student are inadequate for any of the curricula available, we still owe him our best considered advice as to alternatives he might take.

Traditionally we have been obligated, more or less, to accept to the College, any graduate of a North Carolina High School, irrespective of his performance or potential. With this philosophy I generally concur in terms of the framework set up in the previous paragraph. I do not think, however, that it is inconsistent with the land-grant philosophy to say "We will accept you to State College, but we will not accept you to the School of your choice unless you measure up to certain standards of scholarship and capacity."

It is at this juncture that land-grant colleges have been most uneconomical in providing educational service, in that a large percentage of incompetents have been admitted to a school and then carried along laboriously (and expensively) for several years, or until the student left school, or until he graduated with an inferior record.

I approve in principle the idea of a common first year for all students who, on entrance, are undecided, or have not measured up to the scholastic requirements of the school of his choice. I believe that the entrance requirements of the various schools at this point ought to be quite high, and certainly appreciably higher than the requirements for entrance to the College. I don't think these "cut-off" points of the various schools ought to be arrived at lightly. Past records ought to be reviewed with reasonable thoroughness. In Engineering, for example, if previous experience shows that a student falling into the fifth decile in the Math test has only a small chance of graduating then, perhaps, anyone falling below the 6th decile should be required to go into the general first year.

At the end of the first year, each school should have its own set of standards for admission based on performance during that year. I would expect that the various schools might have different standards here. Engineering and Design for example might weigh heavily performance in mathematics, Ag. Education in English and general performance etc., etc.

I am greatly disturbed about the entire matter of orientation during the first year. First of all I should say that I believe in a strong orientation program not limited to talks by various professors in a large number of areas. I would hope that we could work toward a counselling service of considerable competence and repute as an adjunct to the above, that would work with every student in the first year common program until it was certain that it had done all it could for each student in terms of his over-all balance and satisfaction with his choice of a career.

I would not impose a general orientation course of 3 hours on a person who had been admitted to a School. This would be a waste of time academically and would meet with thorough disfavor from the student. Students of top quality who know they want to be engineers have a right to feel that their academic program is not being dealt with intelligently if they must attend 45 lectures which include considerations of poultry husbandry, forestry, dairy manufacturing, textile chemistry, and agricultural extension, to mention a few.

It is a moot point with me as to whether the "general orientation" course ought to be as much as three hours. These courses offer little of scholarship value or indeed even cultural value as they are generally organized. I'm afraid there might be considerable "padding" and certainly inadequate testing. There are many problems here. Is it not unlikely that a student would ever want a real good insight into as many as six or seven areas of endeavor to help him choose a career. It would seem more likely that, for example, an Engineer might be undecided only as to whether he'd want to be a Textile student, a Chemist, a Nuclear Physicist; or than an Ag Student would be undecided as to whether he wanted to be in Ag Education, or Forestry, or Dairy Manufacturing?

I should personally prefer that the "General Orientation" course be cut to one (1) hour and then supplemented with a more adequate counselling service. But even within this one-hour framework, I would suggest that a student be urged to elect only three orientation areas (two in addition to the one in which he thinks he'd like to major). This would mean that each school would provide only five one-hour orientation lectures. Though there would be some interesting scheduling problems, these would not be insurmountable. Then if the student was still "un-oriented" at the end of the first semester he could elect the remaining three orientation courses in the second semester.

I believe that to be effective the general first year curriculum ought to run the entire year rather than only one semester.

If I may be so bold, I should like to express my displeasure at the consideration of two items which do not belong together at the same time and as if they are inextricably part and parcel of the same problem. I refer to the decrease in enrollments in Agriculture, Forestry, and Textiles with concomitant increases in Engineering on the one hand, and consideration of the common general curriculum on the other. The justification of the latter can be approached on sound academic grounds. When we, in the same breath, consider the disproportionate enrollments in the various schools there are many false implications that may be drawn by the astute critic:

1. That many students who swell the engineering rolls don't belong there and should be in Agriculture or Forestry or Textiles. This may or may not be true, and may in truth have little to do with scholarship or academic standards. A person of high I. Q. who enrolls in Engineering might under the same circumstances have entered Agriculture if this were 1946 and not 1956.
2. There is a hint that maybe some of the poorer students in engineering would be welcome in Agriculture etc. if they could be so oriented.
3. I'm afraid the increase in enrollment in Engineering and decreases in the other schools are basic to our times and economy and their solution lies entirely outside the college and the academic sphere.
4. I object to the implication that this "general first year" curriculum is to be justified in part on the premise that it per se will help enrollments in the other schools. This may be a result, but it should not be the reason. The problems are different and should be kept separate.

I thought this would be short. Clearly it's become a polemic. I apologize.

Sincerely,

Walter J. Peterson

Walter J. Peterson, Acting
Associate Dean
Graduate School

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cc: Dr. John Shirley
Dr. D. W. Colvard

ADMISSION OF NEW FRESHMEN AFTER September 1, 1957

All applicants for admission as new freshmen will be grouped into the following classes 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 North Carolina State College indicates their eligibility or unless they attend a Summer Session at North Carolina 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 North Carolina 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 North Carolina 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 required counseling.

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 8 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 category 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 111	4 cr.
Biological or Phys. Science		3 or 4 cr.
	Mil. Sci.	2 cr.
	Phys. Ed.	1 cr.
Introductory courses or Biol. Sci.		<u>5 or 6 cr.</u>
		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 111. 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.

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

State College would make the following recommendations for the Consolidated University testing program now scheduled for April 14th:

- 1) That each unit of the University be primarily responsible for those centers immediately under its name.

<u>U.N.C.</u>		<u>N. C. S.</u>		<u>WOMAN'S COLLEGE</u>	
Chapel Hill	(300)	Raleigh	(350)	Greensboro	(350)
Bryson City	(30)	Clinton	(175)	Winston-Salem	(250)
Asheville	(250)	Wilmington	(150)	Boone	(25)
Shelby	(160)	Morehead City	(100)	Elkin	(100)
Salisbury	(160)	Eliz. City	(50)	Hickory	(225)
Rockingham	(175)	Charlotte	(275)		
Henderson	(100)	Williamston	(100)		
Roanoke Rapids	(150)				
Kinston	(150)				
	1475		1200		950

- 2) That the following testing schedule be used:

10 - 12:30
a) English
b) Algebra*

2 - 3:30
Scholastic ability test

- 3) That all scores be made available to all three units of the University and that the answer sheets be sent to the Institution in which the student plans to enroll.

(In the interest of economy, it should be pointed out that Dr. Roy Anderson has 2000 copies of the Algebra test and 2000 copies of the English test on hand at the present time.)

- * If the English test were given first and the girls planning to enter Woman's College did not want to take the Algebra test, they can have an additional 40 minutes added to the lunch period.

(During the sub-committee meeting, Dr. W. D. Perry agreed that the SCAT test had many advantages over the ACE test.

Roy Armstrong raised the question as to whether or not the University was bound to use the ACE test this spring. This should be clarified.)

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

SCHOOL OF AGRICULTURE
RESEARCH EXTENSION
RESIDENT TEACHING

OFFICE OF 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. LOVORN'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.

26 JANUARY 1956

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.

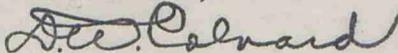
UNTIL WE CAN PROVIDE EDUCATIONAL OPPORTUNITIES FOR ADDITIONAL TRAINING OF THE YOUNG PEOPLE WHO CANNOT QUALIFY UNDER PLANS SUCH AS THE ONE RECOMMENDED IT SEEMS TO ME THAT WE ARE VIRTUALLY CLOSING THE DOORS OF OPPORTUNITY TO MANY OF OUR YOUNG PEOPLE BY SUCH A POLICY. THIS WILL BE EXPECTED TO HAVE MORE 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 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
DEAN OF AGRICULTURE

DWC:HO

CC: MEMBERS OF ADMINISTRATIVE COUNCIL
R. L. LOVVORN

II. ADMINISTRATIVE COUNCIL - SENATE REPRESENTATIVE COMMITTEE ON ADMISSIONS

110 Holladay Hall

January 13, 1956

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

DISCUSSION: Admissions Policy Recommendations

The joint committee reaffirmed the positions it had taken on points I and II in the first meeting November 25, 1955, and continued its discussion on point III, "Students undecided as to curriculum or students eligible for admission to State College, but not eligible to enroll in the professional school of their choice".

After considerable preliminary exploratory discussion, the joint committee unanimously endorsed the following procedures and policies for the handling of these students:

1. a. Admissions testing should proceed as planned this spring for students applying for admission in the fall of 1956. Every effort should be made to get as many prospective freshmen as possible to take these tests at this time.
- b. Students who do not make the required standards for entrance into the school of their choice, or who are undecided as to curriculum, or who wish the service, should be offered special testing on aptitudes and interests and counselling on the State College campus during May and June. It is hoped that during this time the majority of these pre-tested students can be guided into curricula for which they are fitted or have chances of success.
2. Students who do not take the admissions examinations in the spring will be required to come to the State College campus for a more extensive period of testing and orientation than we have attempted in the past. This should be organized into three phases to accommodate the following students:
 - a. Students not tested in the spring, or students asking for re-examination will come to a first period of testing. They will continue through phases two and three of the orientation program.
 - b. Students tested in the fall, and students tested in the spring who are still undecided as to curriculum or have not met the requirements of the school of their choice will take a period of orientation concerned with career evaluation. At this time abilities and interests will be explored, and reorientation of curriculum will be made if possible.
 - c. The third phase will consist of the regular orientation of the entire freshman class, excluding testing and guidance.

3. While it is hoped that the above procedures will go far in getting students into appropriate degree courses of study where they may have good chances of success, there will probably remain a group of students who are still undecided as to their proper course of study, or who do not meet the requirements of the school of their choice, or of any school. The Joint Committee unanimously endorsed the following procedure for this group:
 - A. A separate administrative unit, not attached to any of the present schools, but responsible to the Dean of the Faculty, should be created to register, counsel, and advise these students. This same unit might be utilized as a Division of Intermediate Registration to handle students transferring from one curriculum to another where an adjustment period or advisement is required.
 - B. One person should be designated by the administration to be directly responsible to the Dean of the Faculty for this administrative unit.
 - C. The staff of this unit should consist primarily of testing and guidance counsellors, trained and capable of working with these students in directing them into channels which will meet their abilities and needs.
 - D. Whether remedial programs of instruction were to be incorporated into this unit or retained in the other schools was not decided. It was agreed that the staff of this special unit should give a course in general orientation into all the fields served by North Carolina State College which would be mandatory for all students enrolled under it, and open by election to freshmen of all the schools if they desired to take it.
 - E. The major purpose of this administrative unit would be to redirect its students into areas where they as individuals might be successful, whether or not these areas were taught on the State College campus. If possible, students should be directed into other programs at the end of one semester, but no student could remain in this division for more than one year. All schools would accept students in this category into some of their elementary courses for college credit and certificates of achievement might be awarded for students who did not continue beyond this division. Terminal programs would not be embraced in this administrative unit.

A further recommendation was made that a special request be made of the Fund for the Advancement of Education for a three-year grant to initiate and promote this program. The program itself, however, is not conditioned upon the receipt of such a grant, and the Dean of the Faculty was requested to start work at once to initiate this program so that it might be in operation by the fall of 1956. This was unanimously approved by the Joint Committee.

Members of the committee agreed to help in the formulation of the proposal to go to the Fund for the Advancement of Education and in advising on policies as the need arose.

Adjournment, sine die.