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**WEST VIRGINIA
EDUCATION ASSOCIATION**

**REPORT OF HIGH SCHOOL COMMITTEE
ON ADMISSION TO THE
WEST VIRGINIA UNIVERSITY**

REPORT MADE IN JUNE, 1916



**1916
THE MOUNTAIN ECHO
KEYSER, W. VA.**

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OFFICERS
of the
WEST VIRGINIA EDUCATION ASSOCIATION

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Committee.....Morgantown, W. Va.

Next meeting—Huntington
June 13, 14, 15, 1917

REPORT OF HIGH SCHOOL COMMITTEE on Admission to the West Virginia University

At the last meeting of the West Virginia Education Association a report on college entrance and graduation requirements was submitted by the High School Committee and approved by the Association. Upon recommendation of the Association that the work of the Committee be continued and later following a conference of the Committee members we believe that the results of some investigations and further studies warrant a report of progress.

As stated in the report of 1915 the High School Committee endorse the following changes in the entrance and graduation requirements of the West Virginia University and believe that they mark some progress:

1. *Entrance requirements—*

(a) English: Students are admitted to English I. on completion of a four year high school course in English or its equivalent and receive credit for three or four units as the instructor and the work done and certified justify. Four units will be allowed in English done in schools in which the work of high school grade extends through four full years and the instructor has been especially prepared in English and has no work outside of that subject. Mr. Friend's recommendation will be the guide.

(b) Foreign Language

Two units of one language.

(c) The fuller and broader recognition for credit of high school subjects, especially the vocational subjects.

But the High School Committee is still of the opinion that the revised entrance requirements will continue to have a harmful influence upon the best development of our many high schools in that too many traditional, specific subjects are requir-

ed. We still believe that English should be the only required subject and the other requirements indicated by so many units as a major and so many units as a minor.

2. *Degree requirements:*

We endorse the following:

(a) One undergraduate degree, Bachelor of Arts, shall be conferred in the college of Arts and Sciences.

(b) The broader grouping of subjects.

(c) The reduction of Foreign Language to 24 hours and that in any one language.

But the High School Committee is still of the opinion that the requirement in specific subjects is yet too heavy, especially in non-English languages and non-arithmetical mathematics.

We feel that the plans are not yet sufficiently flexible to meet the demands and needs of the people of our state and we believe a more liberal policy should be adopted for the best interests of the University and High Schools.

The proposition—"Graduation from a first class high school, West Virginia classification, should admit to the University without conditions"—is the basis upon which this report is made. As further evidence that the University would be justified in adopting a plan of entrance based upon this proposition we wish to submit data on the following sub-topics in the order named:

I. The tendency towards liberalism covers some recent years of changes in admission requirements.

II. The judgment of educators, who look upon schooling not as a traditional, fixed thing so far as subjects go, but as a vital agency for helping the people to meet in the most effective manner the principal problems of life, favor such a plan.

III. The present status of admission requirements reveals a tendency towards more liberalism and reveals some colleges which have had the courage to adopt the plan of entrance taken as the basis of this report.

IV. The replies of alumni to the questionnaire pertaining to the value of subjects which they pursued in college indicates that non-English language subjects and non-arithmetical math-

ematics have been over valued and emphasized and that needed changes should be made in entrance and graduation requirements of colleges.

V. The advantages to be derived by the High School pupils from a program made to suit their needs without any reference to college admission.

VI. The advantages to the University in increased numbers who could and would go to the University.

I

Inquiries were made of a number of representative colleges for changes which have been made in their entrance requirements since 1905. The following replies will indicate the tendency towards liberalism:

Mary Eastman, registrar of Smith College says:

"Since 1905 Smith College has made some changes in its entrance requirements and these have been in the line of greater flexibility and not greater rigidity. Nevertheless we do not offer to admit graduates of high schools irrespective of the courses which they have taken. We offer a larger number of options in History, permitting now four in place of two. We have opened Spanish, Italian, Biology and the Theory of Music as possible entrance subjects. We allow a great deal of liberty in making up the last points for entrance; that is, we require $10\frac{1}{2}$ units, but permit the student to choose from a rather large list of subjects the last units. Even in the required $10\frac{1}{2}$ units some choices are permitted, as in the case of History which I have already mentioned, and in the case of the ancient language, as a student may offer either Latin or Greek."

David F. Hoy, registrar of Cornell University says:

"By comparing the 1906 with the 1916 entrance to Arts you will find that the total is substantially the same but that there are more electives in 1916 than in 1906. For example, in 1916 for entrance to Arts 5 units in Foreign Language are required; in 1906, if Latin and Greek were offered, 7 units; if

Latin and German, etc., were offered, 7 units. There have been added to the list of subjects Biology, Agriculture, Bookkeeping, Manual Training."

I. Smith, University of Illinois, says:

"In 1906 we required 14 units for admission, whereas, we now require 15. We prescribed $9\frac{1}{2}$ units then, and now we prescribe six. These six are composed of English, 3 units; Algebra, 1; Plane Geometry, 1; Science, 1; are required by all the colleges. Each college has also certain additional special requirements. For five years, 1908 to 1913 only $5\frac{1}{2}$ units were prescribed."

A. E. Frost, registrar of the University of Pittsburgh, says:

"Beginning at the early date mentioned I find that a distinct purpose is manifested to accommodate the requirements for admission to the work then done in the High School, from which a very considerable majority of the students are drawn. Some differences in specified subjects will be discovered to meet the requirements of definite curricula, but this does not at all alter the general character of the conditions met. Following up the catalogs of the present time there is not discoverable any change in attitude, but on the other hand a growing feeling of the necessity for the establishment of the most cordial relations between the secondary schools and the University that are possible. In other words, I do not think that it could be fairly stated that the University has attempted to force anything upon the secondary schools, but has been willing to accept any good preparation which, in quantity and quality fits the applicant for the school in which he wishes to matriculate. There is in the University of Pittsburgh a special department for the creation of the right sentiment toward the secondary schools from which our students are obtained. The result of the work of this department and its effective agencies has been to create just the feeling which it was intended to promote in the development of the educational system, along lines in which there should be no decided break, either in the work done or in the

sympathy manifested between the secondary schools and the colleges.”

Registrar, George O. Foster of the University of Kansas, says:

“The Kansas Legislature in its last session passed a law which places in the hands of the State Board of Education the matter of accrediting high schools. Under this law the state educational institutions can admit to their Freshman classes graduates of accredited high schools. In the actual working out of the law in this our first year of experience we have found little change in the credentials offered by the high school graduates from the old regulations of 15 units from four year high schools. We are against the problem, however, which must be solved by the State Board of Education, whether or not we must receive graduates of so called commercial courses that are offered by a large number of the four year accredited high schools. The indication is that the State Board of Education will rule that, applying for admission to the state institutions must offer graduation from a college preparatory course.”

Dean James N. Hart of the University of Maine, says:

“The changes in our admission requirements during the past ten years have been more in the manner of administration than in quantity or subjects. Referring to our catalog of 1904-5 I find the requirements for admission as follows:

Required Subjects

English.....	2 units
Latin.....	4 units
Algebra.....	2 units
Plane Geometry.....	1 unit
Roman History.....	½ unit
Optional Subjects.....	3½ to be chosen from
Greek, French, German, Chemistry, Physics, Solid Geometry.	
Greek History, English History, American History and Civil	
Government.	

The above requirements are those for admission to a B. A.

course. To a B. S. course we then required solid geometry and two years of one modern language, English, a year of history, a year of **science, algebra and plane geometry**. The list of optional subjects included in addition to those mentioned above physiography and physiology.

In this year's catalog the requirements for admission for a B. A. course are stated as follows:

Required Subjects

Foreign Languages.....	4 units
English.....	3 units
History.....	1 unit
Mathematics.....	2½ units

Optional subjects.....4 units to be chosen from Greek, Latin, French, German,.....advanced mathematics chemistry, physics, physiography, biology, botany, zoology, physiology, ancient history, Greek history, American history, medieval history. Industrial and commercial subjects not to exceed two units.

You will note that in 1905 English was evaluated at two units. This was the result of an agreement between colleges and fitting schools in Maine and had held for some years. There seemed to be an opinion at that time that English was not as well taught in Maine schools as other subjects. At the present time the Maine colleges allow but three units for English, although many of the schools give it five times a week for four years. A few schools that give really advanced work in English are allowed more than three units credit.

In 1905 the University of Maine was a member of the New England College Entrance Certificate Board and accepted for admission only such subjects as were certified by the principal of an approved school. Three years ago the University withdrew from the Certificate Board and since then we have accepted for admission any subject credited to the pupil toward graduation from the Maine high schools, provided the subject is included in our entrance requirements stated or elective.

For admission to a B. S. course we allow the candidate to

offer as many as four units of industrial and commercial subjects. Our practice is liberal with regard to allowing substitutions for the listed electives. This statement appears in our catalog:

'Candidates for admission to any curriculum, who are well prepared in all the required subjects, but whose high school course has included studies other than the electives mentioned above, will be allowed to substitute such as will furnish a real equivalent. Each case of proposed substitution will be considered upon its merits.'

Registrar, Errett R. Newby, says:

"In 1905 the University of Oklahoma required 15 admission units as follows:

College of Arts and Sciences: English 3 units, Foreign Language 2 units, History and Civics 1 unit, Algebra 1 unit, Plane Geometry 1 unit, Physics 1 unit, Electives 6 units. This is exactly the same as is required now.

Fifteen units were also required for admission to Medicine, Applied Sciences, Mines and Fine Arts. There has been little change in these requirements.

I might add that *we have become more liberal in accepting occupational subjects for admission credit*. This year we added Music, 1 or $\frac{1}{2}$ unit; Psychology, $\frac{1}{2}$ unit; Methods, $\frac{1}{2}$ unit; Reviews, $\frac{1}{2}$ or one unit. To our list of subjects acceptable for admission we increased the amount of credit that we would take in Domestic Science from 1 to 3 units; in Manual Training from 1 to 2 units; and in Mechanical Drawing from $\frac{1}{2}$ to 1 unit.

Admission is by certificate from affiliated secondary schools.'

Registrar, E. B. Pierce of the University of Minnesota, says:

"Entrance requirements for 1905 required subjects in English, 4 units; Algebra, 1 unit, and Plane Geometry, 1 unit. In addition the applicant was required to present evidence of preparation in nine units or their equivalent to be chosen from the following list:

Mathematics (one year)	History, Ancient to Charlemagne, one year
Algebra, higher, one-half year	Modern, from Charlemagne, one year
Geometry, solid, one-half year	English, $\frac{1}{2}$ year
Latin (four years)	Senior American, $\frac{1}{2}$ year
Grammar, one year	Until the opening of the University year 1907-8 year credits will be accepted in ancient, medieval and modern history.
Caesar, four books, one year	Civics, $\frac{1}{2}$ year
Cicero, six orations, one year	Political Economy, $\frac{1}{2}$ year
Vergil, six books, one year	Physics, one year
Greek (two years)	Chemistry, 1 year, $\frac{1}{2}$ year credit will be accepted until opening of year 1907-8
Grammar, one year	Botany, $\frac{1}{2}$ or one year
Anabasis, four books, one year	Zoology, $\frac{1}{2}$ or one year
German (two years)	Astronomy, $\frac{1}{2}$ year
Grammar, one year	Geology, $\frac{1}{2}$ year
Literature, one year	Physiography, $\frac{1}{2}$ year
French (two years)	Commercial Geography, $\frac{1}{2}$ or one year
Grammar, one year	
Literature, one year	

If any language is offered, at least two units of that language shall be presented, save in the case of Latin grammar which will be accepted as one unit of English.

The changes in requirements with 1905 are in the specific requirements of the individual colleges; for instance four units of English may be offered, or three units if recomposed by four units of one foreign language or two units in each of two foreign language for entrance to college of Science, Literature and Arts. College of Engineering and Mechanics Arts, add one unit of mathematics and one of chemistry. Other colleges have special requirements. Enough electives to make fifteen units are re-

quired by all the colleges. Admission is given by certificate from Minnesota High Schools to other accredited schools."

Dean Horace A. Hoffman, of Indiana University, says:

"Prior to 1913 we required three units of Mathematics and three units of Foreign Language. The three units in Mathematics consisted of one and one-half units in Algebra, one unit in Plane Geometry, and one-half unit in Solid Geometry.

A certificate of graduation from any one of these commissioned high schools entitles the student to matriculate in the University and to receive entrance credit in the subjects covered.

A. Prescribed subjects, 11 units, distributed as follows:

1. English, 3 units.
 2. Mathematics, 2 units (Algebra, 1 unit; Plane Geometry, 1 unit.)
 3. Foreign Language, 2 units in one language.
 4. History, 1 unit.
 5. Science, 1 unit.
 6. Two additional units selected from the above subjects.
- B. Elective subjects, 5 units.

Advanced Standing For High School Work

College credit may be given for bona fide graduate work in a commissioned high school, i. e. for advanced work done after graduation from the four-year course; but not for undergraduate work, even if extra credits have been made. No college credit for high school work will be entered on a student's record until he has done at least one semester of work in the College of Liberal Arts, with such grades as to justify the advanced standing. The maximum amount of credit for a year of high school work is twenty hours."

Pres. Wm. W. Guth of Goucher College, says:

"We feel that graduation from a standard four year high school should admit to college without condition, and we intend to give the High Schools every opportunity to recommend students without examination for unconditional entrance."

C. H. Pettee, dean of New Hampshire College, says:

“Previous to the changes last year they have required certified work for entrance. Now they admit any graduate from any high school or preparatory school approved by the state Department of **Public Instruction**, provided the division entrance requirements are fulfilled.

Present admission requirements are noted under part of report headed as ‘The present status of admission’.”

Charles H. Jones, registrar of Princeton University, says:

“Allow me to call your attention particularly to our alternative method of admission, by which only four examinations are required. This plan originated with Harvard and was adopted by Princeton one year later with certain modifications, and adopted last year by Yale. It marks, in my opinion, a great step in advance in the matter of entrance requirements.

The four examinations for entrance to the A. B. department are limited to the four subjects: English, Mathematics, Latin and Greek. Previously examinations were required in everything offered.”

Secretary J. G. Hart, of Harvard University, says:

“Admission requirements have been in a state of constant change since 1906. The chief change was the establishment in 1911 of the co-called ‘New Plan’ of admission. This was a sharp and definite break with tradition. It substituted for the common method of prescription and requirements a method of determining fitness for admission to college by means of evidence drawn from two principal sources—the applicant’s school record and examinations set by the College. Since 1911, any boy who has had a good four-year high school course may present his record to the College and ask that he be allowed to present **further evidence by means of College examinations**. If the school record meets certain board and general specifications, and creates a reasonable presumption that the boy is a good student, he is admitted to four examinations. His subsequent admission is determined by a comparison of the evidence afforded

by these two sources. This plan has been in operation for five years, and has worked well."

The old plan of admission required examinations in studies that would amount to sixteen and one-half units unless the candidate had had both Latin and Greek to offer for entrance in which case fifteen and one-half were required.

To be admitted to Harvard College under this plan, a candidate

1. Must present evidence of an approved school course satisfactorily completed; and

2. Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

School Record

A candidate must present to the Committee on Admission evidence of his secondary school work in the form of an official detailed statement showing

- (a) The subjects studied by him and the ground covered;
- (b) The amount of time devoted to each;
- (c) The quality of his work in each subject.

To be approved, this statement must show

- (a) That the candidate's secondary school course has extended over four years;
- (b) That his course has been concerned chiefly with languages, science, mathematics, and history, no one of which studies has been omitted;
- (c) That two of the studies of his school programme have been pursued beyond their elementary stages.

The Examinations

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows—

- (a) English.

(b) Latin, or, for candidates for the degree of S. B., French, German or Spanish.

(c) Mathematics, or Physics, or Chemistry..

(d) Any subject (not already selected under (b) or (c) from the following list :

Greek	Spanish	Physics
French	History	Chemistry
German	Mathematics	

These four examinations must be taken at one time, either in June or in September.

In June, 1916, examinations for admission under the New Plan will be held by the College Entrance Examination Board under the title of "Comprehensive Examinations."

YALE has changed from the old plan of examining in all subjects to the new Harvard plan which Columbia and Princeton have also adopted. Four subjects are required for examination, viz., Latin, Mathematics, English and French or German.

VASSAR COLLEGE admits by examination or by certificate from approved schools. Very little change has been made in the last ten years in subjects required or in amount.

II

Present Status of Admission of High School Students to the Freshman Class of Colleges and Universities

The Material

Information was sought from fifty representative colleges and universities. Forty-five of these replied promptly with literature showing the present entrance requirements and many wrote letters indicating possible changes. The material was separated into two groups. Group I, contained twenty-four state universities; Group II, twenty-one other schools of college grade. Entrance conditions for students expecting to become candidates for the B. A. or B. S. degrees only were considered. This report will present the present admission requirements of only

those universities which have had the courage to make very radical changes. At the close of this part of the report some comments will be made upon the requirements studied as a whole.

UNIVERSITY OF MICHIGAN

Admission on Certificate

Plan A. The fifteen units presented for admission on certificate (except by those entering from especially approved schools, see Plan B) must include three units of English Composition and Literature, two units of a Foreign Language, one unit of Algebra and one of Geometry, and one unit of one of the sciences, Physics, Chemistry, Botany, or Zoology; and may include not more than three units from Group II. They must embrace two subjects of three units each from Group I. It is, however, strongly recommended that one or more studies be pursued throughout the four years of the high school course.

Plan B. Graduates of schools on the approved list of the North Central Association of Colleges and Secondary Schools will be admitted upon the presentation of an unqualified recommendation covering not less than fifteen units, of which at least twelve must be from Group I. Admission on this basis of recommendation may be granted also to the graduates of other especially approved schools.

Applicants for admission who intend to enter the Combined Curriculum in Letters and Medicine must offer two units of Latin. They are also strongly advised to present Trigonometry, Physics and Chemistry. Those who enter without these subjects will ordinarily need to attend one Summer Session in addition to the regular term prescribed for the course.

Subjects Accepted for Admission

The subjects from which choice may be made, and the number of units which will be accepted in each subject are as follows:

Group I

English Composition and Literature, 3 or 4 units.

Greek, 2 or 3 units. Trigonometry, $\frac{1}{2}$ unit.

Latin, 2, 3, or 4 units. Chemistry, 1 unit

German, 2, 3, or 4 units. Botany, $\frac{1}{2}$ or 1 unit

Spanish, 2, 3, or 4 units. Zoology, $\frac{1}{2}$ or 1 unit

History, 1, 2, or 3 units. Physiology, $\frac{1}{2}$ unit

Algebra, 1, $1\frac{1}{2}$, or 2 units. Physiography, $\frac{1}{2}$ or 1 unit

Geometry, 1, or $1\frac{1}{2}$ units. Physics, 1 unit

Geology, $\frac{1}{2}$ unit

Group II

Agriculture, 1 or 2 units. Manual Training, 1 or 2 units

Domestic Science, 1 or 2 units. Commercial Branches, 1 or 2 units

Drawing, $\frac{1}{2}$ or 1 unit

UNIVERSITY OF MINNESOTA

Requirements of the Individual Colleges

College of Science, Literature and the Arts

1. Regular Bachelor of Arts Course

(1) English, four units; or three units of English accompanied by four units of one foreign language, or two units in each of two foreign languages.

(2) Mathematics: Elementary Algebra, one unit; Plane Geometry, one unit.

(3) Enough additional work to make in all fifteen units of which not more than four may be in Group F.

2. Academic-Law Course

Same as above in I.

4. Arts and Music Course

Same as I above, also certificate from the Department of Music showing that the applicant is qualified to pursue the course offered.

5. Graduates of Minnesota State Normal Schools

Graduates of the Advanced Graduate course of a Minnesota state normal school are admitted with advanced standing equivalent to one year's credit, and receive the degree of Bachelor of

Arts upon completing in this college ninety credits provided they comply with the usual requirements for graduation. Such students will not be permitted to elect the following courses for credit: Education 1, 2, 3, or 105 Rhetoric 1-2 or Psychology 1-2 or 5.

Individual graduates of the Advanced Latin course (five years) or the Advanced English course (five years) of a Minnesota state normal school who on the basis of maturity and ability, present from the president of the normal school certificates of special fitness, will be admitted with advanced standing under the same regulations and proviso.

This does not include those students of any of the above classes who substitute for the more advanced work of certain courses specialized work in preparation for elementary teaching.

THE COLLEGE OF ARTS AND SCIENCE THE NEVADA STATE NORMAL SCHOOL

1. Required: English, 3 units.

Mathematics a and b, 2 units.

2. Elective in Groups: Three in one and two in another; or two in each of three of the following groups:

1. Foreign Language: (If this group is offered, at least two units must be in the same language. One year of foreign language is not accepted.)

Latin

Greek

German

French

Spanish

3. Social Sciences:

Economics

History

2. Natural Sciences

Botany

Chemistry

Geology

Physical Geography

Physics

Physiology

Zoology

4. Mathemactis: (If Mathematics is offered as a group, the requirements under I may be counted toward fulfilling the group requirements.)

3. Ten of the fifteen required units must be from 1 and 2.

4. Free Electives: 5 or 4 units, selected from any of the above subjects, or from Music, Drawing, or the vocational subjects not more than four units to be from Music, Drawing and vocational subjects, and not more than three units from any one of these subjects.

New Hampshire College Admission Policy

The State Commissioner of Education says:

“The college wishes to stand in much the same relation to the high schools and academies that they occupy with reference to the grammar schools.

The college will admit students on their record of graduation from first class secondary schools, approved as such under the laws of this state by the Department of Public Instruction. This action will enable the Department, by constant scrutiny of the records of students in college as compared with their records before entering college, to reach very definite and valid conclusions as to weak places in our educational system. The action thus means genuine, meaningful, effective, co-operation teaching from the primary schools to the state's highest educational institution and the correlation of all the tax-supported agencies concerned with the education of the state's rising generation.

It means that the high school can no longer have, as it has had in some cases in the past, one standard for graduation and another standard for certification to college. It means that the high school on its part must do sincere and frank work with all who are within its doors and graduate nobody about whose education it is at all in doubt. On the other hand, the college undertakes to make itself a part of the public school system of the state and not to blink at the principle that failure of students in college may be due quite as much to defects of the college as to defects in the schools. It frankly accepts the principle that impartial investigation by an agent equally interested in the schools and in the college is the only proper way to arrive at conclusions as to defects and locate the same.

I wish to especially point out that this action of the college puts New Hampshire for the first time in a position of indubitable autonomy and educational freedom. Every first-class secondary school in the state has and will have a course of study leading up to work which the state college will accept. The youth who follows a practical arts course will not find at the end of his high school career that he is **stopped thereby from** entering college. The school will not be hampered and constrained by the necessity of cramming pupils for the artificial requirements of so many of the New England colleges. It will not be obliged to get a few pupils ready every year for the preliminaries of this college or the peculiar exactions of that. It will not be obliged to arrange its course of study so that one per cent or two per cent of the school can finish a certain course on a certain day or within a certain distance of graduation simply because some college faculty, not responsible to the people of this state nor of any state, thinks it proper to make such requirements. And best of all, the high schools will not be obliged to spend its time, energy, and interests in assiduously cramming a very few individuals so as to reduce so far as possible the likelihood of their failure during the first half-year of their attendance at some college **connected with** the New England Certificate Board, no matter how deficient the oversight of the students in the college itself and the instruction therein may be.

I say the high schools will not be obliged to do certain things. I wish to point out as distinctly as I can to the people of this state that if the principals and teaching staffs of high schools are either allowed or required to meet the conditions set by any such body as the New England College Certificate Board, which is no longer represented in this state, or the peculiar and exacting requirements of any college whatsoever, they must face the charge that they are using the public school system as an instrument of special privilege. This state has opened the broad pathway up to and through college. It will give to all its children, who wish to **avail themselves of the privilege**, the best that education has to offer. If individual parents and

pupils are not satisfied with this program and cannot conform to it without compelling the school in one way or another to give them special attention and special privileges, then such few parents should accept the situation and send their children to preparatory schools which make a business of fitting pupils to the demands of the colleges. As for this state, it aims to fit the whole range of education from highest to lowest to the needs of the pupils."

Division Requirements

There are three divisions of New Hampshire College: the Agricultural, the Arts and Science, and the Engineering. These divisions are defined and described in the college catalog.

Candidates for admission to the freshman class of the various divisions of the college must show evidences, either by credentials or by examination, that they are prepared in fifteen units as indicated in the following table:

Required Units	Agri. Div.	Arts and Science Div.	Engineering Div.
<i>Group A</i> —English.....	3	3	1
<i>Group B</i> —Mathematics..	2	2	3
		(Algebra I)	
		(Plane Geometry I)	
		(Additional I)	
<i>Group C</i> —Social Science and History.....	1	1	1
<i>Group D</i> —Natural Science	1	1	1
	7	7	8
Elective Units.....	8	8	7
<i>Total for admission</i>	15	15	15

Electives units may be offered from Groups A, B, C, D, and also form Group E. Foreign languages, ancient or modern. Group F—Vocational subjects: agriculture, commercial subjects, domestic arts, mechanic arts.

A candidate for admission to the Arts and Science Division

who offers two units in a foreign language may substitute for the two units required in mathematics two units in either social or natural science, or one in each.

UNIVERSITY OF NORTH DAKOTA

Method of Admission

In general there are three ways in which a student may enter the University of North Dakota:

1. By the presentation of state high school examination certificates for the required and elective subjects.
2. By examination at the University in the entrance subjects.
3. By presentation of statement, signed by the principal or superintendent, of work pursued and grades received in four-year high schools of the first and second class. Graduates from the third class high schools, having four-year courses, approved by the State High School Inspector, will be admitted on probation.

Entrance Requirements

At a meeting of the University Council, in January, 1914, changes are in line with the suggestion of the recent Report of the Committee of the National Education Association. The following is the requirement for entrance to the College of Liberal Arts, the School of Law, School of Education, and the Pre-Medical Course.

For unconditional admission, 15 units.

1. Required:

English	3 units
Mathematics (Algebra or Plane Geometry)	1 unit
2. Electives in groups:

3 units in one and 2 in another; or 2 units in each of the three following groups:

 1. Foreign Languages. (If the foreign language group is offered, at least 2 units must be in the same language.) German, Greek, French, Latin, Scandinavian, Spanish.
 2. Sciences

Biology, Chemistry, Geology, Physical Geography, Physics, Physiology.

3. Social Sciences

Civics, Economics, History (Ancient, Medieval and Modern, English, or United States), Sociology.

4. Mathematics. (If Mathematics is offered as group, the required unit under 1, on preceding page, may be counted toward fulfilling the group requirements.)

3. Ten of the 15 required units must be from I and II.

4. The remaining 5 units may be selected from any subjects accepted in accredited schools toward graduation, in accordance with the rules of the State Board of Education.

UNIVERSITY OF SOUTH CAROLINA

General Entrance Requirements

Each candidate for admission to the Freshman class must offer not fewer than twelve (12) standard units of high school work. No student will be admitted to any department until he has met the published requirements for entrance to it.

For full admission to degree courses, fourteen (14) units will be required. Candidates admitted on the minimum of twelve (12) units must make up the deficiency of two (2) units by completing courses which may count for entrance credit. Courses taken to make up deficiencies shall not be counted in the requirements for the bachelor degree. Deficiencies must be satisfied by September of the year following matriculation.

Of the twelve (12) units required for admission, three must be in English, three in Mathematics, three in History, and at least one in Science. The University is in hearty accord with a recent recommendation of the National Conference Committee on Standards of Colleges and schools, "that at least nine of the units presented for admission be confined to three subjects."

The University is the logical head of the public school system of the state. It realizes its obligation to foster and maintain efficient standards throughout that system. At the same time it feels its duty to prevent an impossible gap between

itself and the public schools. Therefore, the twelve (12) units required for admission seem as high as the University can ask without either shutting out a large percentage of high school graduates or forcing itself into maintaining a fictitious standard.

UNIVERSITY OF SOUTH DAKOTA

Admission From High Schools

The University of South Dakota will accept all properly authenticated credits from any regularly organized high school in the state. The University has a blank of its own for free distribution which it prefers to have used as an entrance certificate. This blank may be secured by any superintendent, teacher or school officer, or by the individual student, upon application to the University authorities. Ask for the "entrance certificate" blank. There will be required of all: Algebra, 1 unit; Plane Geometry, 1 unit; English Composition and Rhetoric, 1 unit; Literature, 2 units.

Ten units must be selected from the following:

English, 1 unit; Latin, 4 units; German, 4 units; French, 2 units; Greek, 3 units; Mathematics, 2 units; Science, 6 units; History, 4 units; Elementary Psychology, 1 unit; Elementary Economics, 1 unit

In the manual and industrial arts, domestic science, drawing and commercial subjects a total of not more than 4 units may be given. Total number of units required, 15.

UNIVERSITY OF WASHINGTON

3 units of English

2 units of mathematics (or three units if desired).

3 units of the following groups (or units, if 3 units of mathematics are presented):

(a) Latin and Greek (not less than 2 units of Latin or 1 of Greek counted).

(b) Modern foreign language (at least 2 units in one language; not less than 1 unit counted in any language).

(c) History, civics, economics (at least one unit to form a year of consecutive work in history).

(d) Physics, chemistry, botany, zoology, general biology, physiology, physical geography or geology. (Not less than 1 unit counted as applying on this requirement unless it includes a satisfactory amount of laboratory work.)

2 units selected from the above groups.

5 units elected from any subject accepted by an approved high school for its diploma; not more than 4, however, to be in vocational subjects.

Observations on Admission Requirements

1. *Prescribed studies*—No general statement can be made so much does the practice vary. The customary number of units required is fifteen. Taking the group as a whole $7\frac{1}{2}$ units are prescribed.

2. *The group method*—the method of administering entrance by prescribed and elective subjects is giving way to the "group method". Eight schools indicate an adoption of this plan. Nevada and North Dakota are good examples. Note also the New Hampshire plan.

3. *The passing of college domination*—one of the tendencies noted is that of the passing of domination of high school curricula, thus the incorporation by colleges of inflexible entrance and degree requirement. In many instances this tendency is noted within the universities. In one it is noted without. In Ohio, there is a state law that the state university must admit any graduate of a high school ranked as first class by the state superintendent's office. However, the university still holds to eleven prescribed units for the B. A. and B. S. degree. If a student is admitted through the operation of the law who cannot fulfill these he is compelled to fulfill them after college entrance, a practice which if carried out defeats the purpose of the law.

4. *Conditional entrance*—a well defined tendency is to be

noted in the fact that almost all the universities are seeking to avoid receiving students who have not fulfilled the conditions for secondary school graduation. Many schools do not permit entrance condition. All that do insist on their removal during the first year of residence.

5. *Our own University*—The University of West Virginia in its revised list of entrance requirements occupies a middle ground. A study like this convinces one that had the report of the high school committee recommending fifteen units, three or four in English prescribed, and the remaining in well arranged groups, a higher standard of preparation would have resulted. It is the goal toward which progressive colleges are moving. Such a plan prevents too much scattering and at the same time permits freedom of election.

CONNECTICUT COLLEGE FOR WOMEN

Requirements for Admission

Women are qualified to enter Connecticut College (a)—who have satisfactorily completed a four years' course of studies in a high school, manual training high school, practical arts high school, or other type of secondary school of approved standing, fitting them to pursue a college education. All students are admitted on probation.

With respect to their secondary studies, candidates may qualify for admission: (a) by certification or (b) by examination.

Admission by Certification

Connecticut College accepts the certificate of preparation for college issued by any secondary school approved by the New England College Entrance Certificate Board or any State university that admits students on certificate.

The candidate for admission must present the evidence of the satisfactory completion of 15 units' work in secondary school studies, of which 9 units are in required subjects and 6 units elective.

Required subjects are:

English—at least 3 units.

Foreign language or languages (Latin, Greek, French or German) at least 3 units.

Candidates who desire to enter upon a curriculum leading to the A. B. degree must present Latin, at least 3 units.

History—at least 1 unit.

Mathematics or Science—at least 2 units.

GOUCHER COLLEGE

Office of the President

Baltimore, Md., May 10, 1916.

To the Principals of Secondary Schools:

On the following pages you will find under the heading, "Entrance," a statement of the revised method according to which candidates hereafter will be admitted to the Freshman class of Goucher College. There is a wide-spread feeling that the requirement for entrance into college, based upon a certain number of specified subjects to be studied in the preparatory schools, which number is estimated in terms of so many "units" necessary for unconditional admission, does not provide an adequate test of the candidate's ability to pursue a college course. It is well known that preparatory schools, by stressing certain subjects and following set forms of examination papers, can bring even a poor student to the point of ability to pass an examination.

The possibilities of taking entrance examinations piecemeal during the preparatory school course; of "repeating," in case of failure, as often as may be necessary in order finally to secure a "pass"; of allowing a subject once "passed" to fade out of the pupil's mind, all enable a pupil to be "marked" as ready for entrance into college, but do not ensure that the pupil is really fitted to begin and to carry through a college course.

Public and even private high schools are at a disadvantage under such a system because it forces them to arrange their

courses to suit the exacting demands of the colleges or run the risk of having their graduates refused admission to colleges, especially if the college selected is east of the Alleghanies.

To correct the evils of the above method, the plan of comprehensive examinations was devised. Quality of preparation and not quantity of work covered is to be the basis of the test. Under this system a dominating factor in determining whether a candidate is ready to begin a college career is to be the statement to that effect by the principal of the preparatory school at which the candidate has been prepared. The fact is admitted that the principal and the teachers under him who have known the candidate for four years are best able to judge of the candidate's fitness to enter college. Where a public or private high school is recognized as first class and the judgment of the principal can be depended upon, a statement from the principal that the candidate is "college material" is a better means of determining the candidate's fitness, we think, than any kind of an examination. The question arises, then, "Why examine the candidate?" If she passes, she merely substantiates the principal's work which ought not to have been questioned. If she fails, the failure may be due to conditions incidental to the examination. But it is not likely that she will fail. The college is assured against her failure by the statement of the principal, and time, expense, and nervous energy can all be saved by trusting in the principal's judgment and integrity. If the first year of the college course shows that a mistake has been made, which mistake is just as likely to occur if the candidate passes an acceptable examination, the mistake can be corrected, so far as the college is concerned, by dropping the student from the college roll. The college can thus guard itself against students who ought not to be in college, and indicate to the principal of the preparatory school that he was in error of judgment. It is not likely that principals of accredited preparatory schools will make such mistakes often.

For the reason above set forth and to secure as close a relationship as possible with first class preparatory schools, Goucher College has adopted the new plan of "Entrance." In so doing

we feel that we have safeguarded our high standard of scholarship and that we need have no fear as to the quality of our work. We believe, furthermore, that our action is indicative of a policy which is fast becoming fixed in our educational world and which, sooner or later, will be adopted by all first class colleges.

Respectfully yours,

(Signed) WILLIAM W. GUTH,
President.

LELAND STANFORD JUNIOR UNIVERSITY Admission to the University

First-Year Standing

Candidates must be at least sixteen years of age. They must present satisfactory recommendations as to personal character, and must offer credentials amounting to fifteen entrance units as indicated below. Women must make formal application in advance on blanks to be furnished by the Registrar.

An Entrance Unit represents a year's study in any subject in a secondary school, constituting approximately one quarter of a full year's work. In assigning credit values two laboratory, drawing, or practice periods, not requiring additional study or preparation, are regarded as the equivalent of one recitation period. The length of the school year is assumed to be from thirty-six to forty weeks.

Entrance on Recommendation

Undergraduate standing, without further tests, is granted as follows:

1. To graduates of approved preparatory schools who have completed a regular four years' course, amounting to not less than fifteen entrance units, and who are fully recommended to the University.

It is the purpose of the University to emphasize (1) quality of preparation and intellectual promise; (2) personal character and seriousness of purpose. Principals are expected to exact a high standard of scholarship as preliminary to recommendation, and to withhold recommendation from those who are unde-

sirable or unpromising from the point of view of moral qualities or habits.

Entrance Subjects

The standard of preparation is the four years' high school course. The proper co-ordination of high school subjects for the individual pupil is regarded as primarily a problem for the secondary school; the University is prepared to recognize for entrance credit any subject having an established place in the secondary school curriculum, in which adequate instruction is given and which is pursued to satisfactory results. *No prescription, other than English*, is made. Candidates desiring to study mathematics must obviously offer such elementary mathematics as is not taught in the University, and engineering students are expected to offer also solid geometry and trigonometry. Candidates desiring to study Latin should offer at least two entrance units in that subject. The state law governing the practice of medicine in California prescribes among other requirements, that the preparatory course of every person practicing medicine or surgery in the state shall have included two years of Latin (or four years of high school German or French, or its equivalent, provided a satisfactory examination is passed in the elements of Latin grammar), two years of mathematics, two years of English, one year of history, two years of laboratory science, and six years of further credits in language, literature, history, or science.

OHIO NORTHERN UNIVERSITY

Entrance Requirements

A unit is the credit given for pursuing a subject for five periods a week throughout a school year of 36 weeks, each period not less than 40 minutes. Its time equivalent is 120 clock-hours. At least 15 units are required for admission to collegiate rank. Units will be accepted as follows:

English.....	3 or 4 units	Physiology.....	$\frac{1}{2}$ or 1 unit
Greek.....	1 or 2 units	Biology.....	$\frac{1}{2}$ or 1 unit
Latin.....	2 to 4 units	Agriculture.....	$\frac{1}{2}$ or 1 unit
German.....	1 or 2 units	Chemistry.....	1 unit
French.....	1 or 2 units	Botany.....	$\frac{1}{2}$ or 1 unit
Spanish.....	1 or 2 units	Geology.....	$\frac{1}{2}$ or 1 unit
History.....	1 to 4 units	Astronomy.....	$\frac{1}{2}$ or 1 unit
Civics.....	$\frac{1}{2}$ unit	Bookkeeping.....	$\frac{1}{2}$ or 1 unit
Economics.....	$\frac{1}{2}$ unit	Commercial Law.....	$\frac{1}{2}$ unit
Adv. Arithmetic.....	$\frac{1}{2}$ unit	Stenography.....	$\frac{1}{2}$ or 1 unit
Algebra.....	1 or $1\frac{1}{2}$ unit	Shop-work.....	1 unit
Geometry.....	1 or $1\frac{1}{2}$ unit	Freehand Drawing.....	$\frac{1}{2}$ or 1 u
Plane Trigonometry.....	$\frac{1}{2}$ unit	Com. Geography.....	$\frac{1}{2}$ or 1 unit
Physics.....	1 unit	Domestic Science.....	1 unit
Physiography.....	$\frac{1}{2}$ or 1 unit	Music.....	$\frac{1}{2}$ or 1 unit

Conclusions

1. *By examination only*—Harvard, Princeton, and Yale accept students by examination only. It is interesting to note that these colleges have a "New Plan of Entrance" namely, "The Comprehensive Examination". This puts more responsibility upon the preparatory school than hitherto.

2. *Prescribed Units*—Practically the same conclusions may be drawn here as in Group 1. Two, Ohio Northern and Valpariso, simply list subjects for which entrance credit is given and require fifteen units without prescription.

4. *The Group Plan*—The University of Chicago has an advisable group plan; also Leland Stanford.

4. *The Goucher Plan*—The Goucher College has worked out a plan which is unique but has excellent features. Responsibility is placed upon the principal of the secondary school. With efficient inspection such as is afforded in states where high school inspection is furnished by the department of schools, this plan should operate to the advantage of both school and college. The point distinctly in its favor is that the secondary school would have a free hand in planning its curricula so far as the college is concerned.

Requirements for degrees—Colleges may dominate high school curricula as much through inflexible degree requirements

as through entrance requirements. Grouping of entrance subjects must be followed by grouping of degree subjects.

Timeliness—That this study is very timely is indicated by the frequent recurrence in college bulletins of new plans for entrance, changes in old plans, etc. The correspondence indicates other changes to take place next year.

Recommendations—The facts shown in the study encourages the committee in their belief that the group system as indicated in their 1915 report should be adopted by the West Virginia University and that its adoption would make possible a better science to the boys and girls of West Virginia by both the high schools and the University.

Liberalism in entrance requirements should be noted in the following Universities:

University of Minnesota.

New Hampshire State College.

University of Oregon.

University of South Carolina.

University of South Dakota.

University of Chicago.

Leland Stanford University.

Entrance requirements of two very reputable women's colleges—Goucher and Connecticut College for Women—show that this type of college is beginning to break with tradition.

III

Inquiries were sent to a representative number of the foremost educators in the United States. They were requested to make a statement embodying their ideas of a rational plan for college entrance and graduation requirements. The following replies will be of interest:

*From the Dean of the School of Education of a far
Western University:*

It seems to me an ideal plan would be to have the colleges

agree to receive students from any well organized high school who have done four years of work, in whatsoever lines it may have been taken, and then to allow them to adjust to whatsoever they are able to do in the college. In college, the question should not be so much what a student has done, but primarily what he is able to do. Our educational thinking has developed to the point where we are obliged to recognize all kinds of talent and individual variation. There ought to be no hard and fast rules that might not be modified to give an opportunity to any earnest student. It seems to me almost criminal to go on requiring certain studies of all students. Of course what I am saying is founded upon a larger view of education than most people are willing to take, and to make it clear to one who has not thought along these lines would require detailed statements of the principles on which it is based. But I am not worrying. The Lord will take these old conservatives to heaven some day and the children will be allowed to get an education in a more natural way.

From the Registrar of a Middle West State College:

Careful inspection by responsible and able inspectors either from State Departments of Public Instruction properly correlated with the higher educational institutions of the state, or by inspectors from the state institutions themselves independently of State Departments of Public Instruction, of the organization, equipment and administration of secondary school courses; the qualifications of teachers; the ability of teachers to teach; the various proper and necessary relations between secondary school courses; their aims and characteristics; college courses of all types, their aims and characteristics; etc.

With reference to recent progress toward more liberal requirements for admission I think that I may answer this question by asking your attention to the difference between the statement of requirements for admission found on pp. 66-79 of the catalogue, a copy of which I am sending to you; and the statement of requirements for admission which I have just made. The greater liberality appears in connection with the

last four elective units for admission to the Colleges of Liberal Arts and Applied Science.

In some way or other I personally have the conviction that some time, perhaps farther in the future than I imagine, we will provide a full four-year college course of study leading to the degree bachelor of arts, which will not require any foreign language either for admission or for graduation. I am disposed to believe, also, that the time is coming when we will not require more than one year of algebra for admission to a general college course leading to the degree bachelor of arts. Possibly we will take a still more radical step and require neither algebra nor plane geometry for admission. In what I have been saying in this paragraph I have simply been assuming, gratuitously, the role of a kind of prophet. Therefore let me repeat that the University of Iowa does not at the present time contemplate such changes as I have just been suggesting.

*From the Dean of the School of Education of an Ohio
University:*

Personally I feel that whenever it is possible a high school should offer a rich course of study adapted to the abilities and tastes of students. Electives should be offered in groups but the diploma be the same for all. The University should find a place for every high school graduate. Some could not enter the liberal arts course or prepare for teaching unless they took more preparatory work; but such subjects as are necessary can be taken any time. I am quite sure that the requirements in Latin and Algebra and Geometry are not essential for every high school graduate. When I was in the high school work in Minnesota the State University asked that all graduates of the high school have two years of mathematics and four years of English. The rest could be elective. The students who went to the University generally elected such studies as prepared for the college they wished to enter.

Less Classical Language Requirements

From the Dean of the School of Education in a Pacific Coast State University:

We took this matter up two years ago and went into it pretty thoroughly and while the requirements are not as liberal as some of us would desire, they seem to approach the standard of liberality among the more advanced institutions of the country. The changes we made were to cut the requirements in mathematics from $2\frac{1}{2}$ units to 2 units, to permit any laboratory science work to be offered instead of physics, and the possible delay of the work in foreign languages. And in the matter of elective subjects we broaden the remainder of the 15 units so that practically anything offered by the high schools may be included. Previously it had to be taken from a specified list, chiefly of academic subjects. On the other hand, we no longer permit students to come in who have not completed the entire 15 units of high school work.

I regret to say that I am so busy now that I cannot take the time to elaborate my ideas of a rational plan for entrance requirements, particularly one that would be applicable to every type of institution. I may say, on the whole, that I favor the more liberal of the two plans submitted by the 1913 N. E. A. committee on entrance requirements. I made somewhat of an investigation a year or so ago in this matter, and I am convinced that there is, among our smaller institutions at least, considerable latitude allowed in the application of the specific rule on entrance requirements. If, of course, students can come in with two or three hours of incompletes, the entrance requirements are not particularly significant. I am inclined to favor a rather strict adherence to the 15 complete unit requirement, but giving to the schools considerable latitude in the material offered, provided that the material is given in a standard school. And by that I mean that if a school offers manual training or type setting, or some such subject, it should do so only when standard teaching facilities make standard work in the subject matter

possible. Therefore, the whole matter of standard units comes into consideration. In any special state, or group of states, I should say that a study of the high schools would be necessary to determine what may be demanded in the way of standard requirements in teachers, apparatus, etc. For instance, some schools may offer 15 units of standard work (as far as the name of the subjects go), which would not be accepted at all by the standards of the North Central Association. The matter, therefore, becomes one for certain states, or group of states, to decide for themselves. I should say set standards for the different subjects, require 15 hours, and then permit the school considerable latitude in the kinds of subjects offered—your standards to be determined by what you may logically expect of the schools in your own state.

With regard to the other information desired in your letter, that is, the matter of degree requirements, I have not made a special investigation. We have made no recent changes at the University in the matter of language requirements, and we are rather liberal in the type of degree, giving the B. A. degree to practically all graduates. The phase of the work in which we have become more liberal is in the matter of allowing credit for the B. A. degree in the theory of music, certain courses in commerce, journalism, law and medicine. It is now arranged so that anyone can take his major work (20 to 40 hours) in practically any one of these special fields.

From the Dean of a Conservative Massachusetts College:

The Faculty of the School of Liberal Arts has had both of these subjects under critical discussion during the past year, and the new catalogue (1915-1916) outlines our present plan. You will find the new admission requirements listed on 21-22, and the requirements for the A. B. and B. S. degrees on 51-52.

The requirements for admission have been received with great approval by the secondary schools in Massachusetts, and we feel that we have helped to solve the problems which the secondary schools of this state have encountered.

*From the Dean of the School of Education of one of the
Big Four Eastern Universities:*

I am firmly convinced that any good high school course, four years in length, based on a satisfactory eight year elementary school program, should admit any candidate for the A. B. degree to any college, provided in his high school course the candidate has specialized in at least one field of study, and has at the same time distributed his attention over a fairly wide range of studies lying outside his specialty. By specialization I mean at least four years of work in some one field of study, not necessarily in the same subject. The satisfactory completion of sixteen full courses in college should entitle the candidate to the degree of A. B. The term "full course" means a course requiring not less than three daily exercises per week for a year, exclusive of the study and laboratory work that may be required.

I know of no more recent progress toward more liberal requirements for admission to this University than those indicated in the document which I am sending you.

*From the Dean of the Faculty of a very Conservative
New England Endowed College:*

Our tendency has been to more strict requirements for admission, except in the one particular of introducing new subjects on the accepted list, as for instance, Mechanical Drawing and Physical Geography. We do not accept any credit in Manual Training.

*From the Dean of the Department of Education in an
Eastern State University:*

You will note that I view such requirements from the standpoint of the aims of education in our democracy. The chief difficulty in the way of obtaining educational entrance requirements is the belief that certain studies are of higher educational value than they really are. The doctrine of formal discipline holds sway in most colleges and in perhaps most high schools.

The subjects which fail to promote the aims of education here as much as other subjects available in high schools and colleges are chiefly the non-English languages and the non-arithmetical mathematics. Studies of the need of these studies even for college students and graduates show that most of the time spent on them could be made available for other work closely related to the principal aims of education.

How far the high schools will go in establishing educational courses of study for their pupils when free to do so depends upon the professional training of secondary school leaders. If they know community, state, and national needs in an intimate way and know the effect on our youth the various subjects as commonly taught actually have, they can be depended to take advantage of liberal entrance requirements when obtained.

I think the only plan which leading educators in the secondary field can demand to bring the best results is that of admitting high school graduates to college on presentation of a high school diploma (4 years) and the recommendation of the principal that the student will probably profit by college work.

Our recent progress has been to reduce required non-English languages and non-arithmetical mathematics slightly. We have raised the number of units from fourteen to fifteen, giving one more free elective—6.

Several of us here think that next year there will be still greater elimination along these lines with at least eight of the fifteen units unspecified. Our school of agriculture will probably eliminate the language requirements entirely. We may adopt the Chicago plan as a compromise, at least for certain schools.

An ideal set of college entrance requirements would insure that all coming to college had certain minimum preparation along at least these five lines of social efficiency: Vital, Vocational, (Ag., Indus., Domestic and Commercial,) Civics, Moral and Avocational, thus helping the high schools to meet their aims. The ideal college degree requirements would be the same "alphabetic concepts" or "Core" subjects, with the emphasis shifted perhaps more toward vocational needs. Hygiene, physical education, economics, sociology, American citizenship (See

Beard's book by this title, also Dunn's "Community and the Citizen"), ethics, and various avocational activities would be provided and required of all. Literature, composition, history, science, etc., would be selected to meet the above ends, the elements of social efficiency. Most colleges now have rigid degree requirements which to the educator appear without reason, the mere results of tradition, log-rolling by different departments, and a failure to think education from the standpoint of social welfare and the needs of individual students.

*From the Dean of the School of Education in a Middle
West State University:*

I believe that the college should require for entrance nothing more than the completion of four years of high school work under competent teachers. In other words, its graduates should be allowed to enter irrespective of the courses that they took in the high school, provided, of course, that the high school principal would certify that he believed the applicant could do the college work.

Putting it in another form, I believe that the responsibility for arranging high school courses should be put squarely upon the shoulders of the high school people and that the college should say, "If you prepare these students satisfactorily for life work we are willing to accept them for college work."

Preparation for life work and preparation for college work are not synonymous but from a few of the investigations that I have made and from other data, I am confidently of the opinion that if the college provides beginning courses in all subjects, as most colleges do in most subjects, it makes comparatively little difference what subjects have been pursued in the high school.

I am happy to say that this university has taken this position this year and that we accept for entrance to the University any student who has graduated from a four year high school and who presents to us 15 units of the wide range of subjects which we accept for entrance and a statement from the high school principal that he believes the student is capable of carrying college work.

From the Registrar of a Middle West State University:

I may add that quite likely you will find that our entrance requirements are perhaps more liberal than many of the colleges and universities.

It has been our plan for years in discussing entrance requirements to go over these matters carefully with the committee representing the high school superintendents of this state before announcing any changes.

I do not know of any pending changes in entrance requirements of importance. There will doubtless be a few changes in minor details, such as the expansion of group F of our vocational and miscellaneous list, to include such subjects as Art, Public Speaking and Debate, and Music, and possibly the expansion of some of our half units to full units.

From a Professor of Education in a Western State University:

(A state supported institution) must admit to its student body students of moderate ability who would properly be excluded by institutions established and financed by private or denominational agencies. It can not establish an intellectual aristocracy. If this principle is embarrassing because of the presence of students who are unable to take advantage of traditionally scholarly lines of work, other lines of work must be established better fitted to such students. * * * I believe in differentiation of entrance requirements for the several courses. In this connection it should always be remembered that high school students often fail to know until late in their high school work what they wish to do in the matter of further education. * * * When a student wakes up to the idea of taking a course in the university for which his high school course was not exactly the best preparation he should be allowed to match up in the university. Our state university should not refuse to accept any student who is approved for higher educational work by a high school in this state. * * * I think high school men ought specifically to express an opinion as to the ability of a student to take up this or that course.

As to what subjects should be accepted University men should be liberal in allowing high schools to meet local demands.

From the Dean of the School of Education in an Eastern University:

I am committed to the policy of admitting to college any student who has completed, with creditable grades, any good four-year high school course, regardless of the studies, and who has the recommendation of the faculty as one fit to profit by college work. Further, I would admit any student past twenty-one years of age, without a full secondary course, on probation, and if he proves in the course of the first year that he is able to carry college courses with credit, I would cancel all conditions against him.

From the Dean of the Division of Education in a far Eastern University:

In my judgment such a state college should articulate as completely as possible with the secondary schools of the state. This means, the college should be prepared to accept candidates who have creditably pursued a four-years' course of study. * * * The college should require a candidate to have taken four courses (four years of work) in one department, and not less than two years of work in a related department. I would include specialization in shop work, as well as specialization in languages, science, history or mathematics. I should make no other requirement of the candidate than those I have indicated.

From a State High School Inspector in the East:

It seems to me that the entrance requirements of the University of Chicago embody the important characteristics of a good plan for admission to college. The features of this plan that seem to me especially desirable are as follows:

1. No subject other than English is prescribed.
2. The candidate is required to do a certain amount of consecutive work in the high school in order that he may meet the requirement of a major of three units and a minor of two units.

3. A fee margin of five units is permitted, whereby progressive schools may develop courses of instruction that seem particularly valuable either for the purpose of meeting the needs of individual pupils or for the purpose of meeting special demands in the community.

*From the Head of the Department of Education in a
Western University:*

It has always seemed to me that our entrance requirements are based on the right principles. The only fixed subject is the use of the English language. For the balance a wide choice is offered, the university taking the ground that while the high schools may need to set up certain fixed requirements, it is not the job of the university to say to the high schools what these fixed requirements shall be. On the other hand, we feel very strongly that it is best for each high school to do those things which in its community seems most worth while and that the university entrance requirements should be shaped so as to permit of such a condition of affairs. The university later may pass on the quantity and quality when the student comes to enter the university, but it ought not to prescribe its character for all the high schools students.

From the President of a New England College for Women:

The secondary school in the main must be an end in itself offering the best possible education in its degree and embracing in its program of studies the subjects needed both for culture and vocation. The college should accept students who fulfill the solid graduation requirements of any good type of secondary education. It should offer in its curricula (a) a minimum basis of general subjects to be required of all students, (b) a major group offering training in any major line of intellectual interest, fitted to many types of mind or possible vocation, and (c) it should offer small elective groups, giving, for such as desire vocational preparation, preliminary training for vocations to which a college education is an effective preparation.

The modification of our entrance requirements recently made

increases possible credits in music to two units. An increase will come, I think, also in the credit for commercial rates.

IV

For the purpose of learning what values are placed upon college subjects by graduates of colleges and universities the following questionnaire was sent out to 375 Alumni of various universities throughout the U. S.

1. (a) What subjects did you pursue in college which are of most use to you in your occupation or profession?

(b) Of least use?

2. Do you use in your profession or occupation:

Latin?

Algebra?

German?

Geometry?

French?

Spanish?

(Answer for only the subjects you studied.)

3. Taking into consideration what you have learned from your life work experience, if you were to begin a college course again, would you make changes in your subjects, if permitted?

4. General remarks:

These inquiries were sent to alumni of state universities and endowed universities and to those who had been engaged in their life work for five, eight, ten or more years. Replies were received from 206. The following tabulation will show the summary of the replies to the questions:

110—Engineers—110

1. (a) Subjects of most use?

Technical	72	French	3
Mathematics	110	History	1
English	50	Athletics	1
German	5	Latin	1
Science	57	Greek	1
Economics	3		

(b) Subjects of least use?

German.....	34	Higher Math.....	28
French.....	37	Geology.....	5
Latin.....	42	History.....	10
Greek.....	17	Chemistry.....	11
Spanish.....	4	Economics.....	1

2. Do you use in your occupation?

Latin... | Yes— 3
 | No —86

German. | Yes—28
 | No —58

French. | Yes—18
 | No —67

Spanish. | Yes—10
 | No —28

3. Would you make a change if you were to begin your college course again?

Yes—86
No—11

25—Lawyers—25

1. (a) Subjects of most use?

Don't know.....	1	Greek.....	1
Math.....	6	Debating.....	4
English.....	22	Economics.....	10
Latin.....	7	Sociology.....	6
History.....	16	Science.....	4
Surveying.....	1	Law.....	25

(b) Of least use?

Latin.....	3
Greek.....	6
French.....	2
German.....	5
Math.....	4
Science.....	4

2. Do you use in your profession or occupation?

French. | Yes— 7
 | No—12

Algebra. | Yes— 7
 | No—16

Latin... | Yes—20
| No— 5

Geometry | Yes— 7
| No—12

German. | Yes— 4
| No—12

3. Would you make a change if you were to begin a college course again?

| Yes—13
| No— 9

The following replies were received from:—6 Bankers, 11 Teachers, 3 Ministers, 17 Farmers, 7 Doctors, 2 Real Estate Men, 14 Housewives and Mothers, 3 Editors, 10 Merchants, Mechanics, etc., making a total of 73.

51 of these had received A. B. degrees from various Colleges and Universities. The remainder had B. S. and other degrees.

1. (a) Subjects of most use?

Math.	21	Economics	22
Physical Training	3	Agriculture Subjects.....	18
English	44	Preventive Medicine.....	1
Psychology	10	Latin	9
Public Speaking.....	6	History	12
Science	48		

(b) Subjects of least use?

Physics	6	French	11
German	12	Greek	10
English Grammar.....	1	Higher Math.....	5
Latin	20	History	2
Math.	10		
Science	3		

2. Do you use in your occupation or profession?

Latin... | No—40
| Yes—19

Spanish. | No— 9
| Yes— 3

French. | No—24
 | Yes— 7

Algebra. | No—35
 | Yes—17

German. | No—30
 | Yes— 9

Geometry | No—33
 | Yes—20

3. Would you make a change if you were to begin a college course again?

Yes—52

No— 3

208—*Summary*—208

1. (a) Subjects of most use?

Technical	72	French	3
Mathematics	137	History	29
English	116	Athletics	4
German	5	Latin	18
Science	109	Greek	2
Economics	35	Psychology	10
Public Speaking.....	10	Agriculture	18
Sociology	6	Preventive Medicine.....	1
Surveying	1	Law	25

(b) Of least use?

Latin	65	Greek	33
German	51	Spanish	4
French	50	History	12
Higher Math.....	13	Science	4
Chemistry	11	Eng. Grammar.....	1

2. Do you use in your occupation or profession?

Latin... | No—131
 | Yes— 42

German. | No—100
 | Yes— 41

French. | No—103
 | Yes— 32

Spanish. | No— 37
 | Yes— 13

Algebra. | No— 51
 | Yes— 24

Geometry | No—45
 | Yes—27 (Engineers not counted)

3. Would you make a change if you were to begin a college course again?

Yes—151
 No— 23

The following observations might well be made for the data gathered by this study:

(a) Colleges and Universities, beyond a doubt have been emphasizing too much, non-essential subjects, viz; non-English languages and non-Arithmetical mathematics; these specific subject requirements have not prepared the students to meet the actual life problems they meet in their occupations or professions.

(b) The subjects which fulfill the real aims of education are those which prepare for: industrial efficiency, domestic efficiency, civic efficiency, vital efficiency-health, social service efficiency.

(c) A college course should satisfy the felt needs of its students. We note that a large proportion of these graduates would make changes in their subjects if they were to begin a college course again provided they were permitted to do so.

(d) The notion that all engineering students should be required to satisfy a modern language requirement and a higher mathematics requirement is disproved by the fact that a large percentage of engineers have found in their actual work no use whatever for these subjects; time is wasted upon these subjects at the expense of more vital, technical preparation.

The following remarks made by women graduates of various colleges may be of interest:

“More home economics and child culture subjects.”

“More domestic science or home science, home physics and chemistry—too many required subjects which crowd out time for more essential subjects.”

“More English and studies pertaining to home life needed.”

“I have felt the need of some practical courses such as domestic science or mechanical drawing in which I might have been taught to use my hands.”

“I would say, first, **emphasize those things that will help women as homemakers and mothers and next in importance cultural studies**”—Housewife, mother, club woman and preacher.

V

The advantages to be derived by the High School pupils from a program made to suit their needs without any reference to College admission.

Our public school system is based largely upon remote practices of the church, and upon customs which have been handed down to us from time to time. In so far as the system has furnished a suitable route whereby the pupil may travel by successive stages from the primary grade to the college it has done well. There are no places along this route where the pupil may stop and determine his career, or turn aside if he is inclined to do so, and feel that he has received very much from the system which he can use to advantage to enable him to live a more purposeful life. And so he is compelled, after he is once in the system, to continue in a lock-step fashion, or he is entirely excluded from the system.

Our American school system differs from most of the European Systems. In Germany and France the career of the child is determined largely by the parent before he enters school, and he is placed in the beginning in just such a school as will prepare him for his chosen life's work. No such provision is made for the American child. All must travel the same road and we are acting upon the principle that “what is good for Peter is good for Paul” without considering in the least the individual characteristics of the child. It is true that within recent years the American schools are endeavoring in a measure to make the course of study of such a nature that the tendencies of the child may be determined at some place in his

school life, particularly is this being attempted in the high schools, and in this respect the American schools are superior to the European schools.

The course of study should be liberal, for if it is not, there are not sufficient opportunities for the child to determine or find out what he can do the best and get the most development and at the same time be the best prepared to take his place in the world as a citizen.

One of the reasons why the course of study for the high schools should be made without any reference to college entrance is, because so few of the pupils who enter our high schools ever reach the place in their high school career where they can enter college. There seem to be two periods in our public school system where the mortality is very great; from the fifth to the eighth grade and in the first year of high school. Investigations made by Thorndyke, Ayers and Strayer reveal the startling fact that, less than 40 per cent of the children entering the primary grade reach the eighth grade, approximately 30 per cent enter high school, of whom one-third have dropped out before the completion of the first year high school work. There is something radically wrong with a system which will suffer such a loss as is indicated here.

Some of the systems which have been tried to remedy this mortality, are: the six-three-three plan where the high school reaches down into the grades and extends below the period where the mortality is so great. Another is to promote by subjects and not by classes. Both of these plans seem to have merit and have lessened the mortality where they have been tried. There seems to be not available data where these systems have been used, which will give any very accurate information as to results. The six-three-three plan has had the best trial in Berkley, California. They have this to say as to results: "The result in lessening the mortality through arranging our school work in three cycles has been so immediate and decisive as to admit of no doubt respecting the tendency." "The consideration of greatest significance which such a plan of school

offers lies in the opportunity that it gives for radically changing the nature and content of the course of study."

In report made by the Board of Secondary School Relations in Iowa in 1914 it was shown that the mortality for the year 1914 was greater than for the year 1912. In this same report the per cent of graduates of the smaller high school is greater than in the large city high schools. The schools having an enrollment of less than 50 students graduated 15.8 per cent in 1904 and 18 per cent in 1912, while the schools enrolling over 500 pupils graduated 9.2 per cent in 1904 and 12.6 per cent in 1912. This report shows that the per cent of pupils finishing our high school courses is gradually increasing. It does not attempt to explain why the per cent is larger in the small high school, but the classes there would naturally be smaller and the teacher would have a better opportunity to help the pupil over the hard places which he may meet and thereby save him from failure in the subject and thereby remove the cause of so many of the students dropping out of the high school.

Some educators are claiming that manual and vocational subjects will lessen the mortality and increase the attendance in the high schools. There seems to be no relation between high school attendance and vocational subjects. Our high school attendance is increasing in spite of the courses of study. Where the study of relation between attendance and vocational subjects have been made, it has been shown that in high schools not offering vocational courses the increase in attendance is larger than in schools of the same cities and state offering vocational courses. No educator is making such radical statements about these subjects today as they did ten years ago, but we are just now beginning to realize that manual and vocational training is one of the many desirable subjects of the high school course.

There can be no logical reason given for a system of schools based primarily on college entrance. In face of the fact that the masses leave the schools by the end of the sixth year, that 80 per cent of those remaining do not continue beyond the second year of high school, and less than three per cent ever reach the college or university, a course of study which seeks

to prepare for institutions ahead is absurd. The college must be satisfied to receive the high school students of requisite school experience where it finds them in point of learning, and the grades and high school must fashion their courses so that the content and training will be best for those who leave school and also best for those who pass on from grade to grade and finally reach the university. A course of study prepared on such a basis, will tend more strongly to hold our boys and girls in school than one based on the thought, that the purpose of the school is one of preparation.

VI

“The advantages to colleges in increased numbers who would and could go to college.”

The chief aim of any school should be to put back into the community as permanent residents the best of each generation. If the work is adapted to the child he will naturally desire to make the preparation which will make him most suited to live the life he should live, be it on farm, shop or store. If the high schools set the right incentives before the pupil he will naturally desire to attend some higher school as a means to better prepare for the vocation which he has chosen. He may have completed his high school course without having any desire to go further to school but realizing at the close of his high school career that he needs more preparation, he will naturally seek the college where the advance requirements will be accessible to him.

The high schools are the natural feeders for the college. They are becoming more and more as such as they are increasing in number and the preparatory departments of colleges and preparatory schools are passing away. High school attendance is increasing because of the ever increasing opportunities for high school work. It is but natural to suppose that more people will go from the high school to the college. Notwithstanding our increased attendance, the mortality still remains too high and the per cent of students attending high school and of those who

enter college remains about the same.

It must ever be the function of the high school to test its pupils to determine those who are capable of continuing scholastic work along particular lines, and must also be able to discover the child to determine what it can best accomplish, and classify him and fit him into the line of work he is most interested and most capable of doing. In this way the pupil will be satisfied to remain in school and if the college is willing to take the students from the high school with the requisite school experience, they will naturally want to continue their training if they can be made to realize that it is worth while. In this way the college attendance would be increased and thereby benefitted.

Respectfully submitted,

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C. L. BROADWATER

E. H. KNABENSHUE

BEN WILLIAMS

W. C. MCKEE,

COMMITTEE.

