

RESEARCH BULLETIN

OF THE NATIONAL
EDUCATION
ASSOCIATION

VOL. XVI • No. 2
MARCH • 1938

From High School to College

Published by the RESEARCH DIVISION of the
NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N. W., Washington, D. C.

RESEARCH BULLETIN OF THE

Published five times each year
in January, March, May,
September, and November

NATIONAL EDUCATION ASSOCIATION

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Entered as second-class matter February 10, 1923, at the Post Office at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized February 10, 1923.

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FOREWORD

IN A LETTER to General Breckenridge, dated February 15, 1821, Thomas Jefferson said of the school system which he envisioned for Virginia, "Let us keep our eye steadily on the whole system." With remarkable clarity he saw the need for a system of education in the United States so organized and coordinated that the common schools and the universities could, as he expressed it, "go hand in hand forever."

One hundred and seventeen years have passed. Still the challenge of Jefferson's words has not been adequately met. Education as a whole has experienced rapid growth and, in some respects, has become highly efficient. But, partly as a result of rapid growth and development, the various units in the entire system of education are not adequately unified. Faulty articulation of these units is a perennial problem at all educational levels.

Nowhere is the problem of articulation more troublesome than for high schools and colleges, where the problem is complicated by traditional differences in purpose and procedure, by tremendous growth of both institutions during the past fifty years, and by the rapid changes in policy and practise now taking place thruout the field of education. Neither the high school nor the college has been unmindful of, or indifferent toward, the imperfect articulation existing between them; but recent trends are forcing them to reevaluate their efforts to bring about greater unity. Frequently and earnestly inquiries such as the following are voiced: Is it possible so to coordinate the work of high school and college that the latter will receive from the high school those best fitted for college education? Can the difficulties of student adjustment be lessened so that more of those who enter college will remain and make the most of their opportunities?

This issue of the *Research Bulletin* approaches these questions by summarizing the guidance and orientation procedures actually being used in representative high schools and colleges. It identifies practises stamped with the approval of wide usage and calls attention to promising innovations. It evaluates various aspects of guidance by summarizing the opinions of college officials as to the effectiveness of their own programs.

This bulletin should be helpful to administrators and counselors of students both in high schools and in colleges. It should encourage high schools carefully to reappraise their efforts in guiding students toward, or away from, college and in preparing those who go to college for the opportunities and responsibilities that will come to them. It should stimulate similar self-appraisal on the part of college authorities and should suggest many possible improvements in orientation and guidance programs. Finally, this bulletin should help to stimulate wider and more effective cooperation among high schools and colleges, a relationship on which satisfactory articulation so largely depends.

WILLARD E. GIVENS, *Executive Secretary,*
National Education Association.

The Quest for Further Education

Going away to college is a momentous occasion for most of the young people who decide to continue their education beyond the high school. The experience is unique, adventurous, thrilling. In many ways it resembles a child's first day in school, when for the first time he exchanges the familiar environment of the home for the untried surroundings of the school. College entrance, too, usually involves a rather complete change in environment: introduction to new classroom procedures; adjustment to a different kind of school atmosphere; and, very probably, accommodation to a residential environment that is wholly different from that to which the young person is accustomed.

Confronted suddenly with numerous situations and problems which have not been encountered before, the entering college student often is more or less discouraged, bewildered, and in need of judicious and friendly counsel. Thru his own efforts he may be unable to span effectively the wide gap between high-school and college experiences. What can be done to aid the student with this important transition? This is the question on which the present study is focused.

Circumstances Which Produce, or Tend To Widen, the Gap between High School and College

The immaturity of entering students—The purposes of the typical college freshman are not too clearly defined. He is restive under authority, yet too immature for constant self-direction. Usually he is unaccustomed to assuming the amount of self-direction which college life implies. His strong desire for social approval prompts him to sacrifice independent judgment when necessary "to be one of the crowd." These states of mind often make it hard for him to assume that personal responsibility which is imposed by a strange and somewhat more free environment.

The size of colleges as compared with high schools—Many students are perplexed and baffled by the mere fact that the college to which they go is larger than the high school they attended.¹ Furthermore, because recent increases in college enrolments have come about thru expansion and enlargement of existing institutions more largely than thru the establishment

of new colleges, adjustment problems caused by size of school are becoming more numerous. Just as it often is harder to find one's way about in a large city than in a small town, so it is harder for students to discover their opportunities and responsibilities in a large school than in a smaller one.

An increase in the number of institutions involved—The establishment of many new colleges during the past half century and particularly the opening of thousands of new secondary schools have made it increasingly difficult for high schools and colleges to maintain close relationships. When each college drew most of its students from a few preparatory schools whose chief interest was in preparing students for that college, the problem of mutual understanding and integration of effort was relatively simple. Now that a college draws its students from hundreds of different schools, and they in turn send their graduates to scores of different colleges, intimate contacts are hard to maintain.

Greater differences among entering students—A significant change in the general composition of the college student body has added further to the difficulty of personal adjustment on the part of entering students. Approximately five times as many students are now in college as there were at the opening of the century. With this rapid growth in enrolment, the disparity has increased in the cultural and social background of college students, and in their respective abilities and interests. The typical freshman class at the present time comprises a broad range of talents and needs. The students usually have been trained in high schools having widely different programs. Their academic and vocational experiences and ambitions are quite dissimilar.

An evolving school program—New purposes and procedures, too, have entered both the field of secondary and higher education. Secondary education no longer is focused exclusively on preparation for college, and the curriculum of the college itself has been greatly enriched and diversified. All this has increased the opportunity for a college freshman to undertake a college course quite unrelated to his high-school preparation.

¹ Of the nation's 25,000 high schools, nearly half have enrolments of not more than 100 students. On the other hand, only about 15 percent of the liberal arts colleges have enrolments smaller than 200 students.

The Nature of Student Difficulties

The specific problems of college freshmen have been analyzed and catalogued by many investigators. Voigt² suggests that the problems of adjustment are of six general types, namely, those relating to:

1. Adjustment to a new physical environment, including the use of new facilities and equipment, such as libraries, laboratories, and study halls.
2. Academic adjustment.
3. Personal adjustment to a new type of living arrangement, including the necessity of making choices with respect to affiliations and friendships, and about expenditures both of money and of time.
4. Personality growth and character development, including both physiological and psychological factors.
5. Building for one's self a philosophy of life, including attitudes toward religion, vocation, and social and civic responsibilities.
6. Preparation for a life work and the achievement of goals in this field.

Wood and Learned³ list the causes of difficulty, in the approximate order of significance, as follows:

1. Difficulty in working out and observing a study schedule.
2. Failure to adjust promptly to classroom methods which differ from those previously used (lectures, note taking, etc.).
3. Devoting too much time and energy to out-of-school activities (athletics, parties, etc.).
4. Living away from home.
5. Living with a group of men or women (in clubs, fraternity houses, dormitories, etc.).
6. Doing the amount of work expected by college instructors, which often is far greater than the amount expected in high schools.
7. Inability to make effective use of library facilities.
8. The distracting influence of outside work, when students must earn part or all of their college expenses.
9. Discouragement.
10. Loneliness.

These and other problems are recognized and implied by Knode⁴ who attributes student difficulties to: (1) lack of sufficient mental capacity, (2) inadequate or faulty study habits, (3) improper adjustment to courses, (4) lack of definite objectives and driving power, (5)

distractions and worries, and (6) lack of proper outlets—physical, social, and mental.

The Guidance Needs of Successful and Unsuccessful College Students

The obvious need for better guidance procedures for college freshmen is driven home by statistics on first-year failures. So impressive are these figures that in many cases the whole program of orientation is focused on the prevention of student failure. This is important, to be sure, for each elimination shows that the gap between high school and college has been too wide, at least for the student involved.

The withdrawal of large numbers of students during their first year at college—not necessarily because of unsatisfactory progress in academic classes—is further evidence of some kind of maladjustment. In 426 colleges studied by Kelly,⁵ the freshman enrolment in October 1935 was 94,367 as compared with a sophomore enrolment of only 69,832—a difference of approximately 26 percent. If the college program is of genuine value, some means should be found to prevent the annual waste that occurs as a result of the elimination or withdrawal of a fourth of all those who embark upon it.

Any effective program for bridging the gap between high school and college, moreover, must look to something more than the prevention of failures and a reduction in the number of freshman withdrawals. Better articulation between high school and college should result in bringing the advantages of college education to many young people who, under present conditions, do not enter college at all. Duffus⁶ calls attention to the fact that in 1890 nearly half of those who went thru high school went on to college, whereas at present not more than a fifth continue their education. Altho admittedly a large percent of those who graduate from high school would not profit materially by the usual type of college education, few would deny that many whose schooling ends with high-school graduation are equipped to take advantage even of the present college program as well as, or better than, those now

² Voigt, Irma E. *Freshman Orientation*. Adapted from an article scheduled to appear in the May 1938 issue of the *Bulletin* of the National Association of Deans of Women, a department of the National Education Association.

³ A study by Ben D. Wood and W. S. Learned, summarized in: Knode, Jay C. *Orienting the Student in College*. Contributions to Education, No. 415. New York: Teachers College, Columbia University, 1930. p. 24-28.

⁴ Knode, Jay C., *op. cit.*, p. 29.

⁵ Kelly, Fred J. *Continuity of College Attendance*. U. S. Office of Education, Bulletin, 1937, No. 24. Washington, D. C.: Government Printing Office, 1937. p. 3.

⁶ Duffus, R. L. *Democracy Enters College*. New York: Charles Scribner's Sons, 1936. p. 2.

attending college. On the basis of a statewide testing program in Ohio, Toops⁷ declares that, in that state alone, 12,000 to 17,000 intelligent and scholarly seniors are graduated each year from the high schools who should continue their education but do not do so.

Finally, an adequate program of freshman orientation must meet the needs, not only of those who otherwise would fail in college, withdraw because of poor adjustment, or refuse to enter, but also of those who, tho successful in meeting every college requirement, fail to make full use of their college opportunities. The need for help in bridging the gap between high school and college is probably fully as urgent because of the difficulties of students usually considered successful as it is because of students who withdraw from college as a result of failures.

Purpose of This Bulletin

This bulletin reports a study of what is being done by high schools and liberal arts colleges to improve articulation between them. Altho occasional reference is made to related investigations, the bulletin seeks primarily to give a comprehensive overview of current guidance and orientation procedures. Because whatever guidance is necessary for the successful adjustment of college freshmen is a joint responsibility, shared by high schools and colleges, it would seem that the practises of both institutions should be examined and appraised as parts of a single continuing program. A major contribution of this survey of practise, therefore, lies not in the problems analyzed but in the twofold approach which it makes to these problems.

Limitations of the Study

The bulletin does not attempt to answer the question, What percent of the nation's high-school graduates should enter college? Those who believe that colleges should concern themselves only with the more gifted students, from whose ranks the leaders and molders of public opinion are to be drawn, would solve the adjustment problem rather largely by highly selective methods of admission. They would have the colleges train relatively few individuals—only those able to profit by difficult intellectual pursuits of specified types. Others whose chief interest is in greater diffusion of education, look

upon the problem of freshman orientation primarily as that of remaking the college program to fit the interests, needs, and abilities of all high-school graduates who conceivably might continue their education. One group fears that college enrolments already are too high; the other contends that they should be increased several fold. This bulletin merely assumes that whatever the program offered in college, and whatever the number able to profit by that program, discreet guidance toward college and successful orientation in college will need still to be achieved.

Complete reorganization of secondary and higher education is advocated by some critics of the present school program as the only plausible way to improve articulation. According to this point of view, such reorganization—particularly the general use of junior colleges—would stop adjustment problems at their source. Instead of bridging the gap between high school and college, this step supposedly would eliminate it. To demonstrate the validity of this argument or to refute it lies beyond the scope of the present investigation. Reorganization eventually may eliminate adjustment problems. In the meantime, however, students need, and can be given, much practical help and guidance with the difficult transition between secondary and higher institutions as at present organized. Experience has shown, moreover, that until reorganization is relatively complete, the introduction of junior colleges postpones rather than solves the problem of student adjustment to college life. When graduates of junior colleges enter the advanced classes of regular colleges, among students many of whom have been on campus at least two years, their difficulties are sometimes more acute than if they had entered the freshman class and made the adjustment along with all the others.

"Guidance" is so broad a term, and guidance activities often serve so many purposes, that rigid definition and classification of procedures are extremely difficult. This study, however, is limited as strictly as possible to activities that are focused more or less directly on the problem of better articulation between high school and college. It recognizes, but does not discuss, many phases of general guidance—educational, vocational, and personal—also, special guidance problems, such as the orientation of students handicapped by physical disabilities or defects.

⁷ Toops, Herbert A. "A Catechism on a State-wide Testing and Guidance Program." Columbus, Ohio: the Author (Ohio State University), 1934. p. 2. (Mimeo.)

With reference to guidance practises at the high-school level, there is in this bulletin an intended emphasis on guidance toward college. This is true, not because the guidance of students toward college is considered more important than the guidance of that larger number who do not continue their schooling, but merely because of the inherent purposes and limitations of the study.

Source of Data

This bulletin is based on reports from 1600 high schools and from 423 colleges and universities. The two questionnaire forms on which these reports were submitted were distributed in January 1937.

Since it was not feasible to include every institution engaged in higher education, the inquiry to colleges was sent only to liberal arts colleges—including universities with liberal arts departments—the 656 institutions listed in the college directory prepared by the United States Office of Education.⁸

The inquiry pertaining to high-school practises was forwarded to 4100 public high schools and approximately 600 private and parochial schools. The latter were obtained from Porter Sargent's *Handbook of Private Schools* and included all those featuring college preparatory work. The inquiry went to all the accredited public high schools listed for cities over 10,000 in population in the Office of Education high-school directory—nearly 1700 schools. In addition,

enough high schools were selected at random from smaller communities, including rural areas, to bring the quota for each state to one-sixth of all the high schools located within it. In Alabama, for example, 22 blanks went to the high schools located in cities above 10,000 in population; then in order to get 63 schools—one-sixth of all those in the state—41 additional high schools in smaller communities were selected at random from the accredited list.

Scope of Data

The 423 reports from colleges and universities were classified and tabulated according to (1) size of freshman enrolment in October 1936, (2) type of control, and (3) type of student body. Thruout the bulletin these classifications are followed whenever the tabulations revealed marked differences in the procedures of various types of institutions. Table 1 shows the number and percent of institutions of each type from which replies were received. Over a hundred institutions are included whose freshman enrolments were less than 100, 100 to 199, and 200 to 399, respectively. There are only sixty-two of the larger institutions, thirty-four of them with freshman enrolments in excess of 600. About a fifth of the replies came from public colleges and universities; more than half, from denominational schools. Co-educational institutions are in the majority, but more than a third of the returns were from separate schools for men or women.

⁸ This method of selection excluded junior colleges, colleges for Negro students only, professional schools, teachers colleges, and normal schools.

TABLE 1.—NUMBER AND PERCENT OF REPLIES RECEIVED FROM VARIOUS TYPES OF COLLEGES AND UNIVERSITIES

Classification	Number of institutions whose freshman enrolment, autumn 1936, was					Total	
	600+	400-599	200-399	100-199	100—	Number	Percent
1	2	3	4	5	6	7	8
<i>Type of control</i>							
Public.....	25	17	29	9	5	85	20.1
Denominational.....	0	3	39	100	80	222	52.5
Private, non-denominational.....	9	8	37	40	22	116	27.4
				<i>Total—see below</i>			
<i>Student body</i>							
Coeducational.....	27	19	68	98	50	262	62.0
Men only.....	6	5	18	14	15	58	13.7
Women only.....	1	3	19	30	41	94	22.2
Men and women in separate schools or departments.....	0	1	0	7	1	9	2.1
Total number.....	34	28	105	149	107	423	.....
Percent.....	8.1	6.6	24.8	35.2	25.3	.....	100.0

Among the 1600 replies from high schools there were 1340 from public schools, 217 from private non-sectarian schools, and 43 from parochial or sectarian high schools. The reports from public high schools were further classified for the purposes of tabulation and interpretation as shown in Table 2. All groups are large

enough for the purposes of statistical comparison. The largest group, according to enrolment, represents the medium-sized high school with 200 to 1200 students. More than half of the replies came from cities over 10,000 in population. The number of regular and reorganized high schools was almost identical.

TABLE 2.—PUBLIC HIGH SCHOOLS FROM WHICH QUESTIONNAIRE REPLIES WERE RECEIVED

Classification	Number	Percent
1	2	3
<i>Size of school</i>		
Large (More than 1200 students).....	405	30.2
Medium (200 to 1200 students).....	523	39.0
Small (Less than 200 students).....	364	27.2
Enrolment not indicated.....	48	3.6
	<i>Total—see below</i>	
<i>Type of community</i>		
City over 10,000 in population.....	755	56.3
Town or city: 2500 to 10,000 inhabitants.....	166	12.4
Rural community or village, below 2500 in population.....	415	31.0
Type of community not indicated.....	4	0.3
	<i>Total—see below</i>	
<i>Form of organisation</i>		
Regular high school ^a	667	49.8
Reorganized high school ^b	673	50.2
Total.....	1340	100.0

^a A "regular" high school was defined in the questionnaire as one with "no junior high school preceding."

^b A "reorganized" high school was defined as one "which follows—or perhaps includes—a junior high school."

Guidance with Respect to College Entrance

The High-School Guidance Program Pertaining to College Entrance

One of the important guidance functions generally conceded to belong to the high school is that of helping students to decide whether or not they should go to college. Are the high schools assuming this responsibility? Have systematic guidance procedures been developed? Are the pupils' interests, needs, and abilities fully explored? How soon does the high school attack the problem of college entrance? What form of advisory service is available for each high-school student? Current practise in this area of guidance is suggested in the questionnaire replies from 1600 high schools summarized in the following paragraphs.

In this description the proportion of high schools making use of various procedures to improve articulation between high school and college is perhaps slightly larger than it would be if all the nation's high schools were represented. The schools most alert to the problem, and in general those with the most forward-looking programs of guidance, probably responded more readily than others to the questionnaire which was distributed. Hence, a limited amount of selection very likely has occurred in spite of the effort made to obtain representative replies.

Influence exerted by advice given to high-school students—In most of the high schools here represented, certain students at least are advised definitely either to go on to college or

not to do so. In some schools every student—or nearly every one—is advised officially with reference to this question. The extent to which such counsel is offered in 1552 high schools of various types is summarized in Table 3. During the year 1936, nearly 190,000 high-school graduates were subject to whatever guidance procedures were followed in these schools. This fact may well be kept in mind, not only in connection with Table 3, but also with reference to all the practises reviewed in this section of the bulletin.

Apparently, as shown in the third column of Table 3, private and parochial schools send a much larger proportion of their graduates into college than do the public high schools—approximately 70 percent as compared with 28 percent. Column 4 indicates, too, that the percent of freshmen who enter college with the definite recommendation and official approval of high-school authorities is larger from private and parochial high schools than from public schools. Moreover, the percent of students entering college without any definite recommendation one way or the other from high-school authorities is more than twice as large in the case of graduates of public high schools as for those from private and parochial schools. Column 6 brings out this difference and shows that on the problem of college entrance the larger high schools advise the smallest percent of their students. From the small public high schools reporting, only 37 percent of the graduates who entered college

**TABLE 3.—OFFICIAL ADVICE GIVEN TO HIGH-SCHOOL GRADUATES WITH
RESPECT TO COLLEGE ENTRANCE**

Type of high school	Total number of graduates ^a	Percent of graduates entering college ^b	Percent of those entering college who were—			Total
			—advised to enter	—advised not to enter	—given no official advice	
1	2	3	4	5	6	7
1292 public high schools.....	182,346	28.0	44.3	3.4	52.3	100.0
Large (over 1200 students).....	114,282	28.3	40.1	3.2	56.7	100.0
Medium (200-1200 students).....	58,831	25.8	50.2	3.4	46.4	100.0
Small (below 200 students).....	6,984	24.8	59.5	3.3	37.2	100.0
217 private, non-sectarian schools.....	5,913	69.0	78.1	3.3	18.6	100.0
43 parochial or sectarian schools.....	1,218	69.5	63.9	10.1	26.0	100.0

^a Number of graduates, spring of 1936.

^b Percent of those graduating in the spring of 1936 who entered college in the autumn of 1936.

in the autumn of 1936 did so without official approval or disapproval. From the large high schools, however, 57 percent of the entrants had been given no definite recommendation. According to Table 3, only about one student in 30 enters college after being officially advised not to do so.

Use of a regular procedure—More than two-thirds of the reports from high schools indicate that some kind of regular procedure is followed in advising students as to whether or not they should enter college. Over 90 percent of the private high schools and almost that large a proportion of the parochial and sectarian high schools follow some uniform plan for advising students with respect to college entrance, but only 67 percent of the public high schools use regular procedures in this type of guidance.

According to our tabulations, systematic guidance procedures are slightly more common in reorganized high schools than in regular high schools; also, they are considerably more numerous in large high schools than in the smaller ones. In public high schools with more than 1200 students, the percent having a regular plan for advising students about college entrance is almost as large as that for private and parochial high schools. As the size of the public high school decreases, however, the percent falls, first from 83 to 69, then to 48 percent for schools which enrol fewer than 200 students.

Grade level at which guidance begins—Approximately one-third of the high schools represented in this study begin to advise the student with respect to college entrance when he reaches the ninth grade. In an equal number of schools there is no one grade in which this type of guidance is consistently introduced. In 13 percent of the regular high schools and 16 percent of the reorganized schools, guidance toward or away from college begins in either the seventh or eighth grades. In 22 percent of the reorganized schools and 13 percent of the regular high schools, it is deferred until the tenth grade. Significantly, among the schools which make any attempt to counsel their students with respect to college entrance, only 1 percent postpone the matter until the students' senior year. These facts suggest that long periods of constructive educational planning are preferable to last-minute attempts at guidance.

Person chiefly responsible for guidance with respect to college entrance—In more than half

of the small public high schools represented, and in over half of the private and parochial schools, the principal is chiefly responsible for guiding pupils toward, or away from, college. In large schools having more than 1200 students, someone else usually is responsible—a special counselor in 24 percent of the cases, the homeroom teacher in 8 percent of them, and the dean in 4 percent. In about 60 percent of the large schools and in nearly as many of those having 200 to 1200 students, no one person is chiefly responsible for this kind of pupil guidance. Wherever this is true, the obvious danger of divided responsibility is present.

Facts considered in advising students as to college entrance—Types of information used as a basis for counseling students about going on to college are listed below according to frequency of mention in the questionnaire replies:

- Marks in high-school subjects
- A description of personality and character
- The number of credits earned in certain subjects
- Interests and purposes as revealed by interviews or questionnaires
- Ratings on one or more general intelligence tests
- The economic status of the family
- The desires of the student's parents
- Apparent abilities of the student in fields other than academic subjects
- The student's health record
- Scores on objective tests in high-school subjects
- Scores on college aptitude tests
- Scores on tests used to discover special abilities
- Vocational interests and abilities.

Only the first item in this list was mentioned in as many as three-fourths of the questionnaire replies. The last five items are considered in less than half of the high schools represented. The remaining items are taken into account in approximately two-thirds of the participating schools.

When separate consideration is given to the practices of schools in which no regular procedure is followed in advising students with respect to college entrance, a somewhat different emphasis on the foregoing items is revealed. According to the frequency rankings, schools following no regular procedure pay relatively more attention to the economic status of the family and the desires of the student's parents, and relatively less attention to his interests and purposes as revealed by interviews and questionnaire analyses.

The following additional facts serve as the basis for guidance toward, or away from, col-

lege in a relatively small number of the high schools from which reports were received:

- Attitude toward college—cultural enthusiasm
- Known habits of work—persistence
- Family tradition and background
- Social maturity and adjustment
- Initiative and qualities of leadership
- Record of extracurricular activities
- Ability to take responsibility
- Evidences of ability to cooperate
- Homeroom data
- Evidence of an awakening ability, even when previous record has been somewhat unsatisfactory.

Approximately one-fourth of the high schools included in this study participate regularly in a cooperative testing program for which some liberal arts college, or university, is jointly responsible. If our data are representative in this particular, such programs are more common in public high schools than in private and parochial schools. The results obtained in cooperative testing programs apparently prove helpful in guiding the student toward, or away from, college, for they are so used in four-fifths of the high schools in which such testing programs are carried out.

Cooperative testing programs, such as those referred to above, are carried out on a statewide basis in about one-fourth of the states.¹ Usually cooperation on the part of high schools is voluntary and direction of the program is in the hands of one or more state colleges or universities. The tests generally are given simultaneously at designated testing centers thruout the state. Sometimes the tests are for high-school seniors only; sometimes they are for all high-school students. Participation on the part of students is optional. The test results are used in student guidance and, in some states, as a basis for scholarship awards.

Use of a single permanent file, in which all the available information about each student is centralized, was reported by 85 percent of all the high schools included in this study. Virtually all of the reports stated that this information—or at least nearly all of it—is available to faculty members and others who are legitimately concerned with the students' progress. The dissatisfaction with present systems of school records and reports, so often expressed, was noticeably absent from these questionnaire replies.

Discussion of the college-entrance problem

¹ Among the statewide testing programs are those of Colorado, Connecticut, Indiana, Iowa, Kansas, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.

with parents—A large majority of the parochial and sectarian high schools included in this survey and nearly all the private, non-sectarian high schools regularly arrange for one or more conferences between the student's adviser and his parents in which the matter of college entrance is discussed. Only about half of the public high schools, however, have adopted this guidance procedure. If such conferences contribute materially to the cause of better articulation between high school and college, much wider use of this plan by public high schools should be encouraged.

Recommendations to parents on the advisability of college entrance for their children are much more positive in certain types of schools than in others. Table 4 suggests the extent to which such conferences result in some definite recommendation to the parent.

TABLE 4.—FREQUENCY WITH WHICH PARENTS ARE DEFINITELY ADVISED AS TO COLLEGE ENTRANCE FOR THEIR CHILDREN

Type of school	Number	Percent of schools where definite advice is given			
		Always	Usually	Seldom	Never
1	2	3	4	5	6
Public high schools	587	10.7	69.7	18.9	0.7
Private non-sectarian schools...	192	44.8	51.0	3.7	0.5
Parochial or sectarian schools...	32	43.8	50.0	6.2	0.0
Total.....	811	20.1	64.5	14.8	0.6

Faculty advisers—Each student has a faculty adviser in three-fourths of the high schools included in this study. The percent of public schools in which each student is assigned to a specific adviser is slightly larger than the corresponding percents for private and parochial schools. The proportion of large high schools in which each student has an adviser is considerably larger than that for either group of smaller schools. The percents for schools of various sizes were: large high schools 83, medium-sized schools 75, and small schools 65 percent.

In nearly half of the schools where faculty advisers are assigned, the student has a different adviser each year. The smaller the school, the more likely it is that the adviser is changed

from year to year. Conversely, the larger the school, the better the student's chances are of having one adviser for the whole of his high-school career. Figure I brings out this trend. Probably this difference can be attributed in part to the relatively more rapid turnover of teachers in the smaller schools.

Forty-two percent of all the high schools in which faculty advisers are assigned require a definite number of conferences between student and adviser. Such regulations are in effect in only 25 percent of the small public high schools, but they have been established in 53 percent of the large high schools included. Half to two-thirds of the schools in which a specific number of conferences are required have fixed the number at "more than one conference each year." Less than 10 percent require conferences during the senior year only, and only 18 percent require a minimum of one conference during each school year. The number and frequency of required conferences between student and adviser are greater in large high schools than in small, in reorganized high schools than in regular, in private and parochial schools than in those under public control.

Special help given in selecting colleges— About three-fourths of all the high schools cooperating in this study assign to some one member of the faculty the responsibility of keeping informed about the entrance requirements and curriculum offerings of various colleges and universities. Nine-tenths of the private and

parochial schools follow this practise and almost that large a proportion of the large public high schools. Even among the small and medium-sized high schools, responsibility is centered in one individual in 56 and 68 percent of the cases.

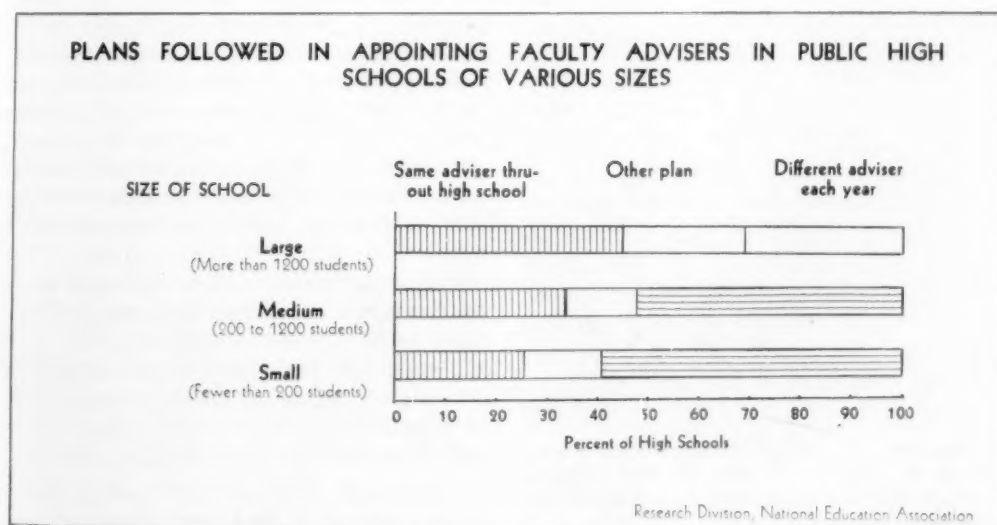
The person to whom this assignment is given is expected, of course, to familiarize himself with the entrance requirements and offerings of those institutions to which the graduates of the high school most often go. One of the questionnaire replies stated:

The teacher who has this responsibility in our school has on hand about 100 of the current catalogs from the colleges to which our graduates usually go. These are kept on a special shelf where students may go to them for information. If a student shows some interest in a college not represented in this collection, the teacher writes out immediately for one of its bulletins. During their senior year, nearly all students have a course with this teacher in which some analysis and comparison of the offerings of different colleges constitutes a definite part of the work.

It is doubtful whether most high schools follow a plan as definitely organized as that just described; but, according to 97 percent of the questionnaire replies, adequate sources of information (college catalogs, special bulletins, etc.) are available to the staff member who is expected to be familiar with the entrance requirements and offerings of various colleges.

Table 5 shows that most high schools help their students to select the respective colleges and universities to which they go and advise them as to the general type or types of work

FIGURE I



which they probably should undertake. Private and parochial schools, especially, give their students this kind of guidance.

TABLE 5.—HELP GIVEN IN 1564 HIGH SCHOOLS IN SELECTING SPECIFIC COLLEGES AND CERTAIN DEFINITE TYPES OF COLLEGE WORK

Type of help given	Percent of schools	
	Public	Private and parochial
1	2	3
Student is helped to select a particular college or university which he will enter	81.6	98.5
Student is advised as to specific types of work to pursue in college	83.5	97.3

Previews of college life—Nearly all the reports from high schools state that a serious attempt is made to give students as much insight as possible into the opportunities and requirements of college life. This claim is made by all the private and parochial schools and by 92 percent of all the public schools. The leading methods used to acquaint high-school students with college life are summarized in Table 6.

TABLE 6.—METHODS MOST FREQUENTLY USED TO ACQUAINT HIGH-SCHOOL STUDENTS WITH THE OPPORTUNITIES AND RESPONSIBILITIES OF COLLEGE LIFE

Procedure	Schools where used	
	Number	Percent
1	2	3
Placement of college bulletins or manuals in the hands of students	1309	88.9
Talks to groups of students by a representative of certain colleges and universities . .	1215	82.4
Conference of students with their faculty advisers	1031	69.9
Talks to groups of students by a member of the high-school faculty	692	46.9
Organized visits to a near-by college or university	505	34.2

The average number of different methods reported by each school is 3.3. The most widely used device is that of placing college bulletins in the hands of students—a type of guidance which, tho helpful, has its obvious limitations. Procedures not listed in this table which certain high schools have found to be effective are:

In senior classes, students are introduced to some of the teaching methods generally used in college classes—particularly, the lecture method and note taking.

Trips are often arranged for individual students, allowing them to visit whatever college they expect to enter.

Talks to groups of students are given by the alumni of various colleges.

Clubs, sometimes known as College Clubs, build their entire program of activities around the problems of attending college.

Courses in guidance (and sometimes those in other subjects) deal with the offerings and requirements of various colleges.

Homeroom programs and discussions are concerned with the problems and opportunities of college life.

Preliminary Contacts between Colleges and Their Prospective Students

The decision as to whether or not to go to college and especially the selection of a particular college frequently depend on the guidance and recruiting practises of colleges and universities. In spite of what is done in high school to acquaint students with various institutions, young people often feel uncertain about what they want to do until they come into direct contact with someone representing each of the colleges under consideration.

Methods used by the colleges, therefore, to acquaint prospective students with their offerings are highly important factors in pre-college guidance. Moreover, the first contacts of an institution with its students often indicate with surprising accuracy the general quality of its program. Among the devices used by various institutions to inform prospective students about their offerings and requirements are traditional catalogs, informational pamphlets, special bulletins, committees of alumni established in various centers, high-school commencement speakers, and student activities such as athletic events, musical programs, and debates. Many colleges, too, have field representatives who make direct contacts with prospective students. These direct contacts usually appeal to high-school seniors, confused as they so often are by a mass of publicity material and complicated printed explanations.

The direct contacts of colleges with their prospective students—Some kind of direct contact is made with future students in 93.8 percent of the 423 liberal arts colleges and universities whose guidance and orientation procedures are summarized in this report. Relatively fewer publicly controlled institutions than private and denominational schools establish such contacts, yet 84.7 percent of the former contact at least

part of their prospective students in some direct way. Of the denominational and private colleges, 95 percent take this obvious step in cultivating confidence and goodwill. Size of school may account largely for the difference just noted. Slightly less than 80 percent of all the colleges enrolling more than 400 freshmen—of which two-thirds are public institutions—make direct contacts with prospective students. On the other hand, this is done by 95 percent of all the colleges enrolling fewer than 400 freshmen—of which only 11 percent are public institutions.

The way in which direct contact is most often made with prospective students is for a representative of the college to speak to high-school seniors in groups. Of the colleges making any type of direct contact with students, 82.2 percent employ this device. In order of frequency of mention, other types of contacts are: (1) a college representative interviews high-school seniors individually; (2) an officer of the college writes a letter to each prospective student or his parents; (3) a representative of the college confers with the parents of prospective students, either at the student's home or at the college; (4) an annual visiting day for high-school seniors is held by the college; and (5) contacts are made thru a testing program in certain high schools in which the college cooperates.

Apparently, the practise mentioned last is not widely recognized as an important means of establishing direct contacts with prospective students, for only 15.8 percent of the colleges included in this study participate in cooperative testing programs. Institutions which do participate in such programs, however, find that such tests are helpful in identifying the most promising candidates for admission to college. Moreover, cooperative testing programs prove helpful to colleges in many other ways. Half the colleges participating in such programs report that the test results are used regularly for guidance purposes in cases where the pupils tested go on to college. Almost as many use the test results in studying the causes of success and failure in college, in refining technics of measurement and procedures of admission, and as bases for advising all high-school seniors encountered as to the probability of their success in college. A third of the colleges which join

with high schools in cooperative testing programs use the test results as guides in modifying related college courses.

A few colleges make direct contacts with prospective students thru local parent-teacher associations, churches, students' organizations, women's college information centers, women's clubs, and lecture bureaus. Others put on college-day programs in high schools, give special musical programs in the high schools and on their own campuses, and conduct competitive events for high-school students such as inter-high-school track meets, dramatic and forensic contests, basketball tournaments, and competitive contests for college scholarships. Still another practise followed by a few institutions is that of having college students interview high-school seniors individually or speak to them in groups.

Guidance versus commercialism in recruiting college students—The amount of guidance actually administered to prospective students thru the contacts mentioned in the foregoing paragraphs cannot be determined from the data of this study. Such contacts can be extremely helpful in guiding students to the right school. From other sources it is known, however, that many college representatives are interested primarily in the number of students they can persuade to enrol and secondarily, if at all, in student guidance. In such cases they tend to draw to their own institutions students who could profit more by the offerings of rival schools. Many times they unwisely encourage students to go to college who ought not attempt academic work beyond the secondary-school level in any institution. The latest annual report of the Carnegie Foundation for the Advancement of Teaching calls attention to the fact that "unbridled competition has led, increasingly in recent years, to practises that can only be condemned."² An improvement in recruiting practises recognized as one of those most urgently needed is that of substituting genuine guidance for the commercialism, questionable "inducements," and high-pressure salesmanship often used in the first direct contacts between colleges and their prospective students.

During 1937 both the Association of College Representatives and the North Central Association of Colleges and Secondary Schools prepared tentative statements covering ethical and

² Carnegie Foundation for the Advancement of Teaching, *Thirty-Second Annual Report*. New York: the Foundation, 1937. 202 p.

unethical procedures in recruiting students. It is expected that at an early date a statement will be agreed upon and officially endorsed by these and other accrediting associations. The following principles are included in the preliminary statements already issued:

1. Published information may properly be sent to high schools with or without invitation. It is ethical to display such material in high schools, but those in authority are under no obligation to the colleges to arrange such displays.
2. High-school authorities may properly assist their students in obtaining part-time work, loans, scholarships, or other forms of financial help announced in college bulletins, but it is unethical to seek forms of assistance not thus listed in published statements.
3. Colleges may properly hold high-school visiting days and high schools should feel free to announce such programs and allow pupils to attend them.
4. It is unethical for a college to employ any representative whose salary depends on the number of students recruited.
5. High schools may properly invite college representatives to appear on guidance programs, but such representatives should refer to their own institutions only in reply to direct questions from students as to facilities and offerings.
6. It is unethical for a college representative to appear at a high school without invitation; likewise for the high school to arrange conferences for such uninvited representatives.
7. Conferences between college representatives and high-school students should be arranged only during students' free periods.
8. An alumnus of the college should not be present with the college representative while students are being interviewed.
9. College-day programs, with representatives present from several institutions, are permissible, but conferences between students and such representatives should be entirely optional with the former.
10. Any form of misrepresentation by college representatives is unethical; likewise, prejudicial statements about other institutions.
11. It is unethical for colleges to request, and for high schools to supply, lists of students about to graduate which indicate in any way those pupils with outstanding abilities.

A number of other recommendations and proposals are included in the statements from which these are adapted, covering such matters as: "bidding" between institutions for students with outstanding abilities; "shopping about" by pupils and parents for the best obtainable awards; and, correct and incorrect forms to be used in applying for, and in granting, financial aid.³ Altho these statements are subject to modification, they suggest the essential core of a code of ethics intended to redirect the emphasis in recruiting procedures, placing it where it properly belongs, on student guidance.

³ For the complete tentative statements see: (1) *The North Central Association Quarterly* 12: 13-16; July 1937. (2) Minutes of the meeting of September 3, 1937, of the Association of College Representatives—obtainable in mimeographed form from the secretary, Milton C. Towner, Appleton, Wis.

Entrance Requirements and Admission Procedures

Closely related to the procedure used by colleges in recruiting their students, and in some measure integral parts of that process, are the entrance requirements and admission procedures associated with actual enrolment. Sometimes entrance requirements are decisive factors in the student's selection of a college. At other times they represent hurdles that must be cleared after a given college has been selected. Since their fundamental purpose is *selection* rather than pre-college *guidance*, however, they are treated separately in this bulletin rather than as procedures used by the colleges to encourage or dissuade college attendance.

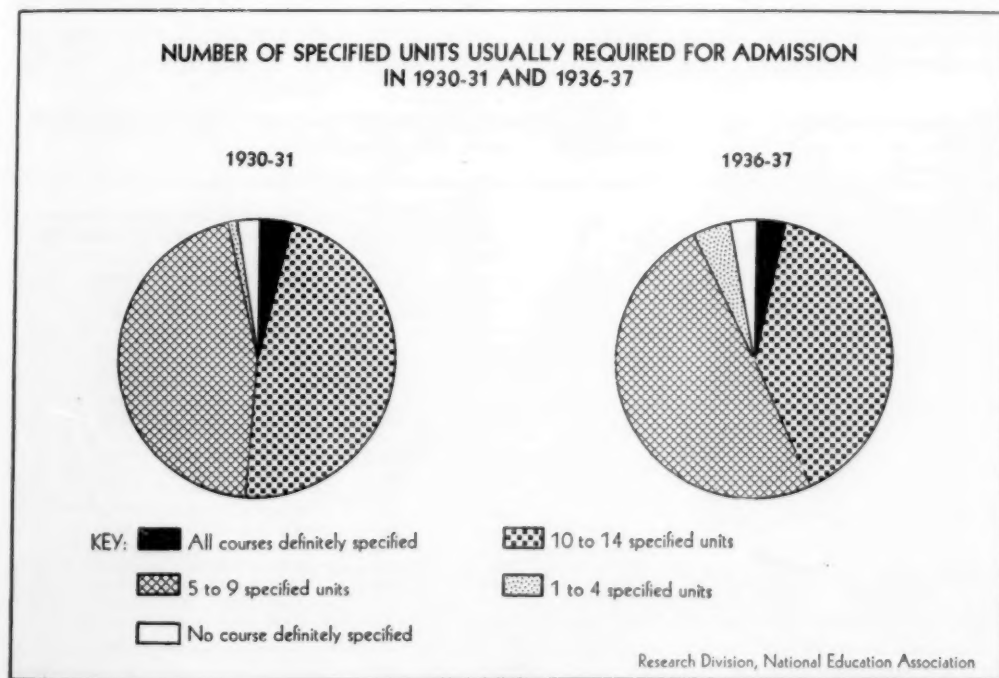
The intention of colleges at times to secure the largest possible number of students, and their ability at other times to select their students from a larger number of applicants than they can accommodate, are consistently related to individual college entrance requirements. These requirements, sometimes experimental but more frequently traditional, are applied in determining whether or not a prospective student has been adequately prepared to undertake college work.

Unit Requirements

The tendency to require not less than 15 units of secondary-school work is fairly general in American colleges and universities. The *distribution* of these units into specified and non-specified subject groups varies greatly, however, from school to school. Decided evidence of a trend toward granting the prospective student greater freedom of pattern in making up the total unit requirement is found in Figure II. From 1930-31 to 1936-37 there was a decrease in the percent of schools specifying the nature of all units accepted for admissions purposes and a decrease in the proportion of schools naming 10 to 14 of the units required. On the other hand, during the same period larger percents identified themselves with each of the groups specifying none of the required units, 1 to 4 units, and 5 to 9 units. The average number of specified units in 1930-31 was 10.0; in 1936-37, 9.4.

Among the subjects specified for college entrance, English heads the list. In 1930-31, 85.3 percent of all the colleges responding to the

FIGURE II



questionnaire required one or more courses in English and in 1936-37 this percent had increased to 87.7. Despite the current popularization of the social sciences and natural sciences, the proportion of colleges specifying requirements in the former field increased only from 68.1 percent to 68.3 percent and remained stationary at 49.9 percent in the latter field. Neither of these subjects is required as often as mathematics which, ranking just below English, was required in 81.6 percent of the colleges in 1930-31 and in 80.4 percent of them in 1936-37. The foreign language requirement showed the most marked decrease—a drop of 3.5 percent—but still 59.1 percent of the colleges require one or more courses in this field. Occasionally, some unusual requirement such as a certain vocational subject or Bible study is also included in the specified unit requirements.

Table 7 indicates the trend in the number of specified units usually required in each subject. Despite the tendency to free prospective students from too rigid a pattern of requirements, the subjects which carried the most weight in 1930-31 are still the most prominent in 1936-37. The typical pattern is 3 units of English, 2 units of mathematics, 1 unit of social science, 1 unit of natural science, and 2 units of a foreign language. This permits 6 elective units for the student in making up the usual 15-unit requirement.

Types of Evidence Collected and Used in Admitting or Rejecting Students

When the prospective student presents to the college of his choice evidence that he has satisfied the 15-unit requirement, the next consideration is the quality of this work. Many institutions of higher learning—especially the older schools in the New England and Middle Atlantic States—reexamine their applicants irrespective of high-school records of achievement. Others accept, as sufficient proof of the candidate's ability to do college work, achievement records, recommendations, and other evidence of mental endowment and accomplishment submitted to them by the secondary schools. Still others rely on the results of examinations given under the auspices of some independent agency—standardized tests of college aptitude such as those used by the College Entrance Examination Board, the American Council on Education, and Ohio State University.

Acceptance of graduates from approved secondary schools without examination began about 1871. The University of Michigan was one of the first to inspect and accredit high schools from which students might enter without further evidence of ability to do college work. Other institutions soon adopted the plan and it came into wide use especially after the introduction of the so-called Carnegie unit system of evaluating high-school work. The Na-

TABLE 7.—TREND IN UNIT REQUIREMENTS FOR PROSPECTIVE COLLEGE STUDENTS, 1930-31 TO 1936-37

Subject field		Number of colleges requiring certain courses	Percent of the colleges with some requirement which specified			
			1 unit	2 units	3 units	4 units
1		2	3	4	5	6
English.....	1930-31	361	0.0	1.1	85.9	13.0
	1936-37	371	0.0	0.8	84.6	14.6
Mathematics.....	1930-31	345	4.1	73.3	22.3	0.3
	1936-37	340	6.8	74.4	18.8	0.0
Social science.....	1930-31	288	68.1	28.8	3.1	0.0
	1936-37	289	65.4	30.4	4.2	0.0
Natural science.....	1930-31	211	78.2	19.4	1.9	0.5
	1936-37	211	78.7	18.5	2.8	0.0
Foreign language.....	1930-31	265	1.5	64.5	10.9	23.4
	1936-37	250	2.0	71.2	9.6	17.2
Vocational subjects and Bible.....	1930-31	36	.....	.....	.....	.....
	1936-37	49	.....	.....	.....	.....

tional Survey of Secondary Education reported that, in 1932, 23 percent of 517 colleges and universities were accepting students using the high-school diploma as a single criterion of fitness and that 63 percent would accept students on the basis of a transcript of credits presented from any recognized and accredited high school.

Altho unit requirements still occupy a prominent role in admissions plans, the most recent tendency seems to be to require several types of evidence as to the qualifications of prospective students for college admission. Whether or not all the evidence is taken into consideration in admitting or rejecting students, the colleges apparently have found it wise to obtain considerable information about those who apply for admission.

Figure III shows what proportion of the 423 institutions represented in this study *regularly* collect various types of evidence and the percent using each type as a basis for admitting and rejecting students. It shows also the percent of schools which *occasionally* collect and use the same types of information. Six types of information are obtained regularly in a majority of the schools represented: (1) the transcript of high-school credits, (2) rank in high-school graduating class, (3) scores on an intelligence test administered by the college, (4) the results of an entrance health examination, (5) the high-school principal's

judgment as to the student's strong and weak points, and (6) a description of personality and character. Other types of evidence regularly collected by 25 to 50 percent of the colleges are: a record of the student's extra-curricular activities, scores from one or more achievement tests administered by the college, the report of an interview between the student and a member of the college staff, the high-school diploma, and the student's rating on an intelligence test taken in high school. The transcript of credits, which is used *regularly* as a criterion of fitness for college entrance in 86.1 percent of the colleges, is the only type of information which a majority of the schools regularly employ for this purpose.

The three items ranking next according to frequency of regular use in admitting and rejecting students are: rank in class, the high-school principal's judgment, and a description of personality and character. These regularly determine an applicant's eligibility for college entrance in 37 to 48 percent of the liberal arts colleges. Much of the information regularly obtained is used *occasionally* to disbar an applicant, or to admit one who lacks certain of the usual requirements.

Table 8 indicates the total frequency with which various types of evidence are collected and used at least occasionally in admitting and rejecting students. The items are arranged

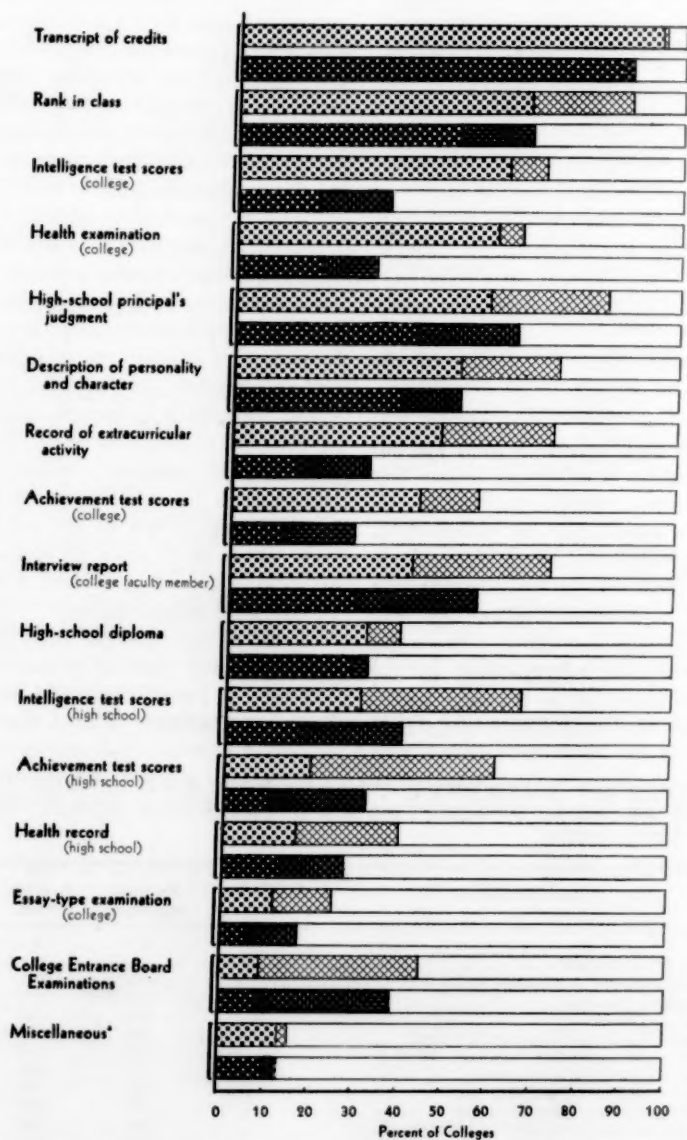
TABLE 8.—TYPES OF EVIDENCE COLLECTED AND TYPES USED BY 423 COLLEGES AND UNIVERSITIES AS A BASIS FOR ADMITTING AND REJECTING STUDENTS

Types of evidence	Number collecting	Number using	Percent using of those collecting
1	2	3	4
Transcript of high-school credits with subject marks.....	407	371	91.2
Rank in high-school graduating class.....	371	279	75.2
High-school principal's judgment.....	354	268	75.7
Record of personal interview by member of college staff.....	304	235	77.3
Description of character and personality from high school.....	308	214	69.5
Results of intelligence test taken in high school.....	278	168	60.4
Results of College Entrance Board Examinations.....	192	166	86.5
Results of general intelligence test taken at college.....	293	143	48.8
Results of objective achievement tests taken in high school.....	256	135	52.7
Results of health examination taken at college.....	272	132	48.5
High-school diploma.....	163	132	81.0
High-school extracurricular activity record.....	304	131	43.1
Results of objective achievement tests taken at college.....	233	117	50.2
High-school health record.....	166	111	66.9
Results of essay-type examination taken at college.....	104	70	67.3
Other important items *.....	69	56	81.2

* "Other important items" collected and used: references from pastor, employer, alumni, etc.; general and personality data obtained from sources other than high school; record of health from physician; record of oculist's examination; vaccination record; emotional and personality test results; results of special tests; results of competitive examination for scholarships; cumulative record cards; church relationship; records from previous college in case of transfers; vocational objectives, interests, and experiences; results of state testing program; and standing of high school from which applicant graduated.

FIGURE III

TYPES OF EVIDENCE COLLECTED AND USED IN ADMITTING OR REJECTING COLLEGE STUDENTS



Research Division, National Education Association

KEY: Collecting information Regularly (checkered) Occasionally (cross-hatched) Never (white)
Using information to admit or reject students Regularly (solid black) Occasionally (white)

*Includes: references from pastor, employer, alumni, etc.; general and personality data obtained from sources other than high school; record of health from physician; record of oculist's examination; vaccination record; emotional and personality test results; results of special tests; results of competitive examination for scholarships; cumulative record cards; church relationship; records from previous college in case of transfer; vocational objectives, interests, and experiences; results of state testing program; and, standing of high school from which applicant graduated.

according to the number of schools using them more or less often to determine eligibility for college entrance.

The transcript of high-school credits, the results of the College Entrance Board Examinations, the high-school diploma, the record of a personal interview with some member of the college staff, the high-school principal's judgment, rank in high-school graduating class, and a description of character and personality prepared by high-school authorities have the greatest proportionate use for student selection. Certain miscellaneous items¹ are decisive factors in admitting students in the 16.3 percent of the colleges obtaining these types of information.

From the questionnaire there is no way of knowing the combinations of evidence required for admission by various colleges. One western state university reported, however, that its applicants may gain admittance to freshman standing thru any one of seven different ways. Similarly, admission to one of the largest eastern colleges for women is gained thru choice of four plans, each of which includes a scholastic aptitude test and transcript of high-school credits in combination with certain other types of information.

Briefly stated the present trend in admission practise is toward the collection of many types of evidence as to the ability of the applicant to undertake college work and to rely somewhat more often than formerly on secondary-school records, standards, and recommendations. The personal interview on the part of a member of the college staff is the most prominent factor in admission in which the college plays a direct part. College Entrance Board Examinations are characteristic of so important a group of the oldest institutions in the country, however, that it should not be inferred that control of college entrance requirements has shifted to the secondary schools.

Uniform Application Blanks

Colleges and universities in various states and regions have worked cooperatively to develop improved application forms for use in all the institutions represented. Such uniform application blanks usually result in several distinct improvements in admission procedures. Each item on the blank is subjected to such

critical evaluation by representatives from all the cooperating schools that insignificant and irrelevant facts are less likely to be included. Conversely, the experience of various colleges is brought to bear in such a way that all items of real importance are more likely to be included. Once the form has been agreed upon, too, it can be used with greater ease both by high-school graduates and by the high-school administrators and others who supply information to colleges with reference to prospective students. Obviously, it is easier for high-school authorities to familiarize themselves and their students with a single application form than with many.

Among the uniform application blanks already developed are: (1) the "Uniform College Information Blank of Ohio Colleges," (2) "Uniform Personal and Scholastic Record and Application for Admission to Higher Institutions in the State of Washington," and (3) a uniform "Application for Admission," used in twelve Colorado colleges.

Special Plans of Admission Used in Individual Colleges

Up to this point the discussion has centered around the most prevalent methods of selecting students and the usual types of evidence collected and used for admitting or rejecting them. Departures from traditional procedures were briefly described by 62 of the colleges represented in this study in response to the question: "Is your institution now using a new or unusual plan in admitting or rejecting freshmen?"

Following are brief descriptions of some individual methods of selection and admission employed by specific institutions:

Public Institutions

1. We admit students ranking in the highest 25 percent of high-school class without respect to subjects presented. High-school class rank is used also for admission and retention in various curricula.—*A state university enrolling more than 600 freshmen.*

2. A Committee on Admissions holds personal conference with "doubtful" cases, especially those away from academic work for years, those with foreign credentials, etc. When stated requirements are not fulfilled (as in case of no Regents examination grades), the Committee has power to apply such other measures as may test ability to take college work; measures used include psychological tests.—*An eastern state college for women.*

¹ See footnote * in Table 8.

3. Admission to — College is based on the relative achievement of each fifth of the graduating class of a given high school as freshmen in this institution during the four years preceding the admission of any one class. From these data we compile a code number. A typical code number is that for — High School which is 34788.

20/55253

The figure 20 indicates the number of students admitted to this college from — High School during the past four years. The figures above the bar represent, in turn, the average rank in tenths of our freshman class for those from each fifth of the high-school's graduating classes. For example, those ranking in the first fifth of the high-school graduating class ranked, on the average, in the third tenth of our freshman class; those admitted from the second fifth ranked, on the average, in the fourth tenth of our freshman class; etc. The figures below the bar represent the number admitted from each fifth. For example, there were five from the first fifth, five from the second fifth, two from the third fifth, etc.

The certification privilege is extended to a high school for as many fifths of its graduating class as show ratings of 6 or better in the numerator of the code number for the school. In the foregoing example, — High School is accredited for two-fifths of its graduating class. We require an average rating of 6 or better because six-tenths of our freshmen make average grades equal to, or better than, the standard set for graduation purposes.

We have computed code numbers in this way for eight years. The results have been far better than we anticipated. Certain high schools maintain the same rating year after year. Others show changes that invariably can be explained by local conditions. Two high schools in the state this year will be accredited for the entire graduating class. Sixteen are accredited for the upper four-fifths; some 60 are accredited for the upper three-fifths; and approximately 40 have lost the entire certification privilege. Any graduate of a high school in this state who is not eligible for admission by certificate on the basis of the code number for the high school is required to take a college aptitude test which is given in eighteen cities of the state during the first week in August. Selection on the basis of the aptitude test is competitive, the number admitted depending on the difference between the quota established by the Board of Trustees and the number granted admission by certificate.—*An eastern state college.*

4. A weighting is given to the high-school average, psychological and achievement tests, physical examination and personal interview. Each student's situation is reviewed by the Admission Committee before admission is granted.—*A mid-western city university.*

5. Students with percentiles below certain levels on entrance tests and with poor high-school records are required to enter general college—a two-year program. They may transfer to other colleges only upon proof of ability.—*A southwestern state university.*

6. Under the authority of the Southern Association of Colleges and Secondary Schools we have admitted to our freshman class superior students (at or above the 60th percentile on the American Council Psychological and other tests) upon completion of three years of senior high-school work including our entrance requirements. These are carefully paired with controls. This has been carried on for three years.—*A southern city college.*

7. We have individualized the problem of admission. Each application is carefully studied to see if the applicant is properly qualified to carry the work he proposes to do. We take into account the subjects studied, the quality of work, the rank of applicant in class, the results of standardized tests, personal ratings furnished by school, the relation of applicant's ability to his secondary school record, and the rating of applicant's school as revealed by records of former students.—*A New England state university.*

Private Institutions

1. Since 1921 we have acted on the principle of securing as full information as possible about the applicant and accepting or rejecting him on the basis of the judgment of a group of experienced faculty members. We do not require any particular pattern of high-school preparation, or even high-school graduation, tho almost all our freshmen are high-school graduates.—*A coeducational college in the Midwest.*

2. For occasional non-recommended graduates—i. e., graduates of non-approved schools, or candidates whose preparation has been irregular—validating examinations are given in English composition, algebra, and a foreign language, designed to determine the adequacy of the students' preparation for college work. Graduates of non-approved schools were not considered at all this past fall.—*A southern university.*

3. We are working out a "converted school grade" system which we hope will enable us to judge closely the degree of correlation between success in individual high schools and preparatory schools and college success. We intend to supplement our traditional admissions plans with this plan.—*An eastern private college.*

4. We have the last few years been requiring a mental ability test and the filling out of a questionnaire by all applicants. Forms for these are sent to the high schools and administered there. The questionnaire is a test in simple English without a label that it is a "test."—*A New England college.*

5. As a guide we use a predicted score which is worked out for each applicant. The predicted score is based on the College Board examinations and the Scholastic Aptitude Test weighted and worked into a formula. It correlates fairly well with success in college work but we also give a great deal of weight to school record, recommendation, and rank in class.—*An eastern college for women.*

6. All students in the lower two-fifths of better urban academic high schools and in the lower

three-fifths of ordinary high schools must take a "How to Study Course" and must be recommended for college entrance by the high school from which they come.—*An eastern university.*

Denominational Institutions

1. Our emphasis is on "admitting" and not "rejecting" students. Selective admission is possible only after capacity attendance is reached, and we have not yet come within range of that blissful state! Because of the variety of programs available, anyone with a high-school diploma is given a chance to try himself out with college work.—*A college in the Far West.*

2. Students in the lower third of their respective graduating classes are advised against entrance, sometimes excluded. Those in the upper third are admitted without reference to specific subject requirements, provided eleven or more units are "academic" (i. e., non-vocational). This policy is experimental, subject to annual revision.—*A college in the Middlewest.*

3. Believing that intellectual ability and personality are better indications of success in college than is the completion of a set number of specified units in preparatory school, — College will hereafter decide on the admission of students upon the basis of cumulative records embracing the student's high-school courses, activities, personal characteristics, capacities, and primary interests, together with statements of references, personal interviews whenever possible, and any and all other information available to the college. While the student's background of information, as shown by preparatory credit, will be taken into consideration as one means among several of judging his fitness for college, no set pattern of entrance units is outlined and each application will be judged on its own merits. In general, graduation from high school will be expected, but an occasional student of superior ability, seriousness of purpose, and adequate maturity may be admitted without graduation. This change has grown out of a study of problems of admission made by the faculty, and it is believed that the new criteria for admission will make possible a wiser selection of students.—*A college in the Middlewest.*

4. We use a Student Analysis Blank. We also mail each prospective student a copy of "After High School—What?" Personal interviews are obtained in about one-half the cases. After registration we administer the Thurstone Psychological Examination and the tests of the Cooperative Test Service in English.—*A southern college for men.*

No discussion of methods of selection and admission would be complete without some mention of the Progressive Education Association's eight-year project for better coordination of high-school and college work.⁸ Thirty high schools are conducting experiments in progres-

sive secondary education, and more than 200 cooperating colleges have agreed usually to accept, during the experimental period, without regard to traditional course and unit requirements and without further subject examination, the students recommended for college entrance from these schools. Typical of the comments on admission procedures by colleges cooperating in this experiment is the following:

We are cooperating in the Progressive Education Association's Experiment in which 30 secondary schools are preparing young people for college by special curricula. Students from these schools are considered for entrance into this college in competition with other candidates on the basis of principal's recommendation, Scholastic Aptitude Test, and school record. In some cases the English comprehensive examination is offered also.—*A college for women in New England.*

Self-Appraisal of Admission Procedures by Those Who Supplied Information on These Practises

In response to the question, "In your judgment, how successful on the whole is your institution's present plan for the admission and pre-college guidance of students?" 17 percent of the colleges report that their plan is highly successful; 80 percent, moderately successful; and 3 percent, quite unsuccessful. Since this question was answered by *one* individual only in the case of most of the colleges, the replies represent but a single-judgment evaluation of the schools' admission policies and procedures. Nevertheless, the appraisal merits consideration, for each respondent was selected by the college president as the person most familiar with orientation procedure in the institution concerned.

Factors believed to be responsible primarily for whatever measure of success has been achieved by the colleges in selecting and admitting students are listed in the left-hand column of Figure IV according to frequency of mention in the questionnaire replies. Those thought to be responsible for unsatisfactory entrance requirements and admission procedures are enumerated in the right-hand column of this figure.

These statements clearly imply that personal knowledge of the prospective student and his past achievements based upon close cooperation

⁸ For a fuller account of this experiment see: Aiken, Wilford M. "Preparing Students for College." *Educational Record* (Supplement No. 11) 19: 22-37; January 1938.

with the high school which knows him is essential in satisfactory selection. If such knowledge is lacking, the college will find in its freshman class misfits who are not qualified

to undertake higher education but who have been admitted wholesale, or blindly, because not enough attention has been paid to the important function of selection.

FIGURE IV

FACTORS REPORTED TO BE CHIEFLY RESPONSIBLE FOR SUCCESS, AND FOR FAILURE, IN THE MATTER OF COLLEGE ENTRANCE REQUIREMENTS AND ADMISSIONS PRACTISES

Factors to which SUCCESS is attributed

Personal interviews and contacts
 Careful evaluation of each applicant
 Good high-school records
 The personal ratings obtained from high schools
 Effective cooperation with high schools
 The limitation placed on the number of new students
 Suitable entrance examinations
 Willingness to reject students not prepared for college work
 Aptitude test results
 The state testing program
 The emphasis placed on character
 College officials' talks to high-school groups
 Careful guidance in planning programs of study
 Cooperation of alumni

Factors to which FAILURE is attributed

Insufficient data on students to judge ability
 The wide variations in high-school grading systems
 Admissions of students on high-school certificates only
 Lack of pre-college guidance
 Unreliable and prejudicial high-school records and recommendations
 Necessity of admitting students without ability
 Failure to use suitable tests—intelligence, achievement, aptitude
 Inadequacy or incompetence of the college staff
 Too much competition from near-by colleges
 Lack of time between date application for admission is made and opening of college year
 Lack of cooperation and contacts between college and high-school officials
 Insufficient counsel with students at registration
 Lack of time given to problem
 Lack of definite entrance requirements

Introducing the Student to College Life

Prevalence of Freshman Week Programs

To provide an educational and friendly initiation into the business of being a college student, many institutions have set up elaborate programs of informational lectures, placement tests, and social and recreational activities, extending over a period of from one to seven days preceding the regular work of the first semester. In many institutions this initiatory period is known as "freshman week."

Some of the practises now commonly identified with freshman week were introduced at Wellesley as early as 1916, and at the University of Rochester a more fully developed program was inaugurated in 1918. Freshman week first received widespread attention under its present name, however, following its organization at the University of Maine in 1923. Today, according to questionnaire replies from 423 institutions, 83.1 percent of the liberal arts colleges—and university liberal arts departments—have such periods of orientation prior to the official opening of regular college terms.

Freshman week is used less frequently in colleges enrolling fewer than 100 freshmen

than in larger colleges, but even in the smallest schools freshman week programs are arranged in 69.7 percent of the cases. In each of the four groups of colleges enrolling more than 100 freshmen, the percent of schools having a preliminary orientation period exceeds 85. Classification of the replies according to form of control and type of student body indicates that freshman week programs are carried out somewhat more often in public colleges than in private and denominational schools; likewise, that they are used more widely by women's colleges than by either men's colleges or coeducational institutions.

Major Functions of Freshman Week Activities

Two general purposes characterize this preliminary orientation period: (1) to acquaint new students with the college—its facilities, opportunities, and requirements; and (2) to discover enough about each new student so that his counselors can help him to formulate an appropriate study program. One stresses informing the student about the college; the other puts the emphasis on informing the college about the student.

FIGURE V

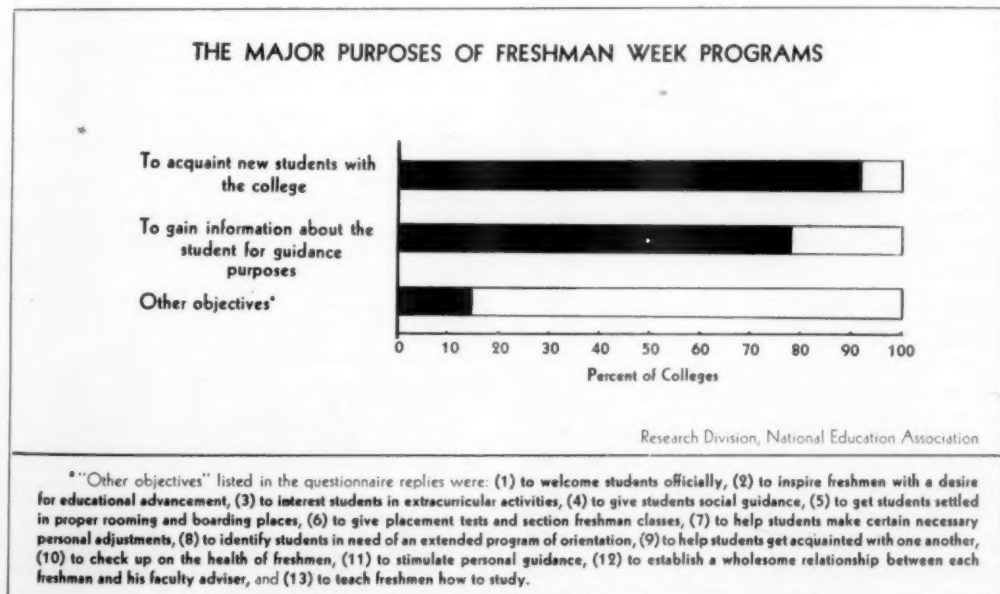


TABLE 9.—ACTIVITIES CARRIED ON DURING THE PRELIMINARY ORIENTATION PERIOD IN 344 COLLEGES AND UNIVERSITIES

Activity	Freshman week programs in which activity is included	
	Number	Percent
1	2	3
Registration.....	322	93.6
Lectures to freshmen on aspects of college life.....	318	92.4
Freshman examinations.....	300	87.2
Entertainments, parties, or picnics.....	294	85.5
Distribution of bulletins or pamphlets containing college regulations and other information for freshmen.....	284	82.6
Personal conference between each student and a faculty member.....	254	73.8
Tours of the campus.....	225	65.4
Special religious services sponsored by college.....	166	48.3
Other activities ^a	63	18.3

^a Included among "other activities" were: (1) introduction of the students to instructors, upperclassmen, leaders of student organizations, and leaders in church and civic groups; (2) acquainting students with the daily routine—including care of rooms, calisthenics, a military régime, etc.—with the use of the library, with college songs, and with points of special interest in the community; (3) instruction in how to study, health habits, mental hygiene, and social hygiene; (4) participation in impressive induction ceremonies, extracurricular activities, fraternity and sorority activities, big-brother and big-sister activities, and in conferences of various types; (5) getting students settled with proper rooming and boarding accommodations; (6) distribution of books and lockers; and (7) photographing students.

Figure V shows; for the colleges having such orientation periods, the percent which strive to achieve each of the above-mentioned objectives and the percent emphasizing certain other functions more or less closely related to them. Altho both of the major purposes are incorporated into the great majority of freshman week programs, 93.0 percent of the schools strive to acquaint new students with the college but only 78.2 percent seek to discover enough about the students to assist them in formulating appropriate programs of college work. In other words, freshman week is used more often for informing freshmen than for guiding them.

Freshman Week Activities

During the preliminary period of orientation, the registration of entering students leads all other activities in frequency of use, and possibly in amount of time consumed. Certain other activities, however, are quite generally present in freshman week programs, as Table 9 suggests. Significantly, five activities have

a more frequent place in these programs than personal conferences between each student and a faculty member, and in more than a fourth of the colleges no provision is made during freshman week for this important guidance service. In these institutions, unless the actual process of registration includes a certain amount of individual guidance, which frequently it does not do, the student is left to his own resources—to outline his courses and adjust himself to the new environment with the help of whatever information he can gain from lectures, printed materials, or upperclassman friends.

Chief topics presented or discussed during freshman week—A somewhat different perspective on the nature of freshman week programs is obtained by considering the chief topics presented to, or discussed with, entering students during the preliminary period of orientation. Table 10 indicates the frequency with which certain topics find their way into such conferences and interviews. This table overlaps Table 9 in a few cases, but on the whole the tables supplement rather than duplicate each other.

TABLE 10.—MAJOR TOPICS PRESENTED TO, OR DISCUSSED WITH, ENTERING STUDENTS DURING THE PRELIMINARY ORIENTATION PERIOD IN 344 COLLEGES AND UNIVERSITIES

Topic	Freshman week programs in which topic is presented or discussed	
	Number	Percent
1	2	3
Planning the student's program of studies.....	286	83.1
History and traditions of the institution.....	279	81.1
Extracurricular activities.....	279	81.1
How to use the library.....	264	76.7
Differences between high-school and college life.....	260	75.6
Effective methods of study.....	246	71.5
Budgeting the student's time.....	222	64.5
Opportunities for financial aid and part-time employment.....	168	48.8
Other topics ^a	62	18.0

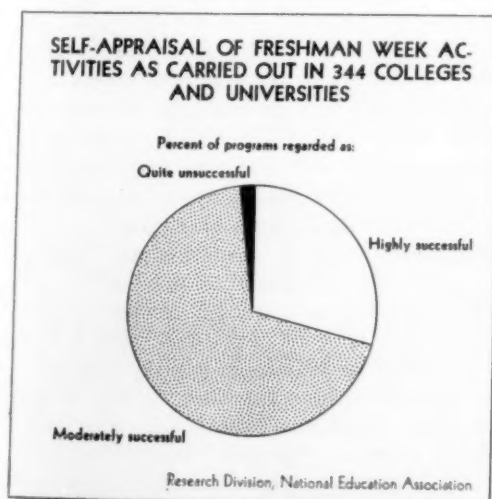
^a "Other topics" presented and discussed during the preliminary period of orientation include: (1) health questions; (2) fraternities and sororities; (3) the honor system; (4) student government; (5) opportunities in physical education and athletics; (6) rules and regulations; (7) the significance of a college education; (8) the personnel services of the college; (9) cultural, social, and scholastic opportunities; (10) a philosophy of life; (11) moral and religious opportunities; (12) student fellowship; (13) individual responsibilities; and (14) points of interest in the city.

The leading topic of freshman week conferences and interviews is that of planning the student's program of studies. The questionnaire replies make it clear, however, that the only suggestions regularly given to students in many colleges are those presented in group conferences. Personal guidance of individual students in planning their program of studies is less general than one might readily infer from this table. Other topics presented or discussed in three-fourths or more of all the freshman week programs are: (1) the history and traditions of the college, (2) extracurricular activities, (3) the use of the library, and (4) significant differences between high-school and college life.

Opinions of College Officials as to the Effectiveness of Their Freshman Week Programs

Reports from 98 percent of all the colleges having freshman week programs indicate that these programs are at least moderately successful and nearly a third that they are highly successful. This almost unanimous verdict with respect to the actual value of freshman week activities, expressed in Figure VI, shows that the procedure has passed the stage of being a doubtful experiment and has become a guidance device of tested merit.

FIGURE VI



Factors to which the success of freshman week programs was most often attributed by the respondents in this study are listed in Figure VII. The real significance of many of these factors is further emphasized in the statements made concerning the reasons for failure, or partial failure, of freshman week activities. These statements, arranged according to frequency of mention in the questionnaire replies, are shown in the right-hand column of the figure.

Altho much can be accomplished in a brief preliminary period of orientation such as has been described in this section, it should not be regarded as an adequate means for inducting the student into the atmosphere and life of the college. Properly conceived, it is a useful device in guidance but its purposes should be clearly defined, its activities carefully planned, its limitations fully recognized. Bragdon¹ has pointed out that an "undercrowded" program is likely to create indifference; also, that an "overcrowded" program often leads to fatigue and causes the student to feel that no one in this whole new environment is interested in his development as an individual. For maximum success, both of these extremes must be avoided.

The facts presented in this section of the bulletin tend to substantiate the following conclusions adapted from a report by Knode in one of the most thoro appraisals of freshman week activities thus far reported:

1. Freshman week is a successful institution which bids fair to become a permanent device.
2. It is not a panacea for all orientation ills.
3. The frequent failure of college officials to follow up the contacts made during freshman week is a lamentable weakness of such programs.
4. No freshman week program should be undertaken without careful previous study.
5. After being inaugurated, freshman week programs should be subjected to continuous study.²

These suggestions by Knode, and the constructive observations cited earlier, on factors contributing to the success or failure of freshman week activities, are policies which cannot be safely ignored by those responsible for the development and administration of freshman week plans. Carefully observed, they should lead to orientation programs that are truly helpful in solving the problems of entering students.

¹ Bragdon, Helen D. *Counseling the College Student*. Cambridge: Harvard University Press, 1929. p. 32.

² Knode, Jay C. *Orienting the Student in College*. Contributions to Education, No. 415. New York: Teachers College, Columbia University, 1930. 140 p.

FIGURE VII

FACTORS TO WHICH THE SUCCESS AND FAILURE OF FRESHMAN WEEK PROGRAMS ARE ATTRIBUTED

Factors to which SUCCESS is attributed

Wide use of personal conferences and contacts
The ability and friendliness of campus leaders and faculty advisers
A carefully planned, well-organized program
The acquaintance given to students with regulations, traditions, and policies of the institution
A system of student advisers which involves the selection of an upperclassman, to serve as senior adviser for each entering freshman
Limitation of the freshman class to a relatively small number of students
A suitable battery of examinations including health tests
Exclusion of upperclassmen from the campus during freshman week
Wholesome social and recreational activities
Not permitting fraternity or club "rushing" at this time
Lectures on how to study and organize one's work
The use of freshman camps
Care used in selecting a faculty adviser for each student
Amount of time and attention given to the problems of each individual

Factors to which FAILURE is attributed

Shortness of the orientation period
Not enough personal contact and guidance
Lack of careful planning and efficient organization
Program too heavy
Lack of interest or skill on the part of faculty members in assisting entering students
Fraternity and sorority "rushing"
Too large a group of entrants
Lack of suitable guidance before the student arrives at college
Students are not kept busy—have too much idle time during freshman week
Tests used are inappropriate or unreliable
Too many social and recreational events are scheduled
More attention should be given to study habits

The Freshman Curriculum and Methods of Teaching

Selection of Courses

Extent to which freshman courses are required—Those engaged in higher education are by no means agreed as to how much freedom students should have in selecting their college courses. Some take the position that all, or at least nearly all, the student's courses should be elective, in order that he may pursue a program of work most in line with his interests, needs, and abilities. Those who hold this opinion believe that differences among students are too great to warrant any large core of prescribed work. In response to this point of view, a significant increase in the number of courses offered and a considerable extension of the elective system were two of the important trends in higher education in the early years of the present century.

There are others who believe, however, that the elective system has little or no place in liberal education. They doubt whether or not students know their own interests, or, knowing them, select their courses on that basis. To prevent haphazard, superficial choices, some would go so far as to prescribe virtually all of the student's work.

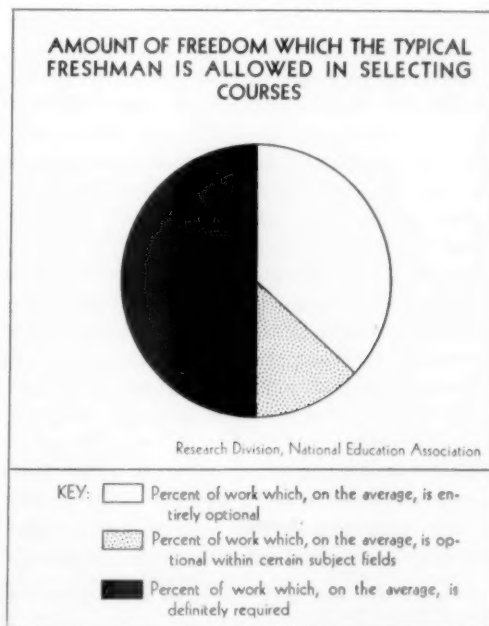
Ranged between these extreme positions are those who recognize both the need of the immature student for counsel and advice in planning an integrated educational program and the needs of different students for courses adapted to their several abilities and interests. The prevailing philosophy, as reflected in the practises of 385 colleges and universities, is suggested by Figure VIII. Speaking in terms of the average requirements of these colleges, the courses definitely specified for entering freshmen constitute approximately half of the typical freshman load. About one-eighth of the student's work is optional within certain specified subject fields and about three-eighths of it is entirely optional.

In 50.1 percent of the 385 colleges reporting on this item, not one course is *entirely* optional with the student and in an additional 35.3 percent not more than a fourth of the student's choices are wholly unrestricted. Every course is definitely prescribed in 6.5 percent of the colleges reporting and three-fourths of the courses, or more, in an additional 22.5

percent of them. The student is free to choose all his courses in only 4.4 percent of the schools represented and as much as half of them only in another 5.0 percent of the cases. In the light of these findings alleged deficiencies in the general program of freshman education must be attributed more often to faulty requirements and unwise counsel than to excessive use of the elective system.

Advice given with respect to optional courses—In nearly all the colleges in which freshmen are allowed to choose at least part of their courses, someone is designated to advise each freshman as to the courses which he ought to select. Only among institutions where the freshman class exceeds 600 students is there any significant percent of schools where students are not regularly advised with respect to elective courses, and even among these only 13 percent leave the students to their own resources. The advice given with reference to elective courses differs, to be sure, from one school to another. In some colleges about the only help given is that of answering students' questions and otherwise explaining the scope and purpose of the various courses offered. In

FIGURE VIII



other colleges, however, the adviser looks over the student's record, discusses his program with him, and recommends specifically certain courses which he should pursue.

Advisers differ, too, in the thoroughness with which they analyze each student's case. Not infrequently they rely on information that is superficial and meager. Our reports show that nine times out of ten the adviser takes into consideration the student's interests as revealed thru an interview or questionnaire; also, about three-fourths of the time he bases his decision in part on the amount of work the student has done in high school in related fields. No other types of information are considered regularly, however, in a majority of the colleges which cooperated in this study. Facts taken into account in 1 to 40 percent of the cases were: (1) scores from tests just given in connection with college entrance, (2) teachers' marks, which the student received in related high-school subjects, (3) scores on achievement tests given in high school, (4) age, (5) general intelligence, and (6) relation of the course under consideration to the student's major and minor subjects, when these are known.

Special Courses for Freshmen

Orientation courses—During the past few years orientation courses have increased with remarkable rapidity. Such courses have differed widely in detail, but among them two general types are clearly discernible. One type of orientation course has for its major purpose the introduction of the student to one or more major fields of knowledge—social studies, natural science, etc. Such courses have their effect on the adjustment of freshmen to college life, for they seek to orient students intellectually, to give them perspective, and to integrate their work in various subjectmatter fields. A second type of orientation course deals with the opportunities, responsibilities, and problems of college life. These courses are focused directly on the everyday problems of entering students, especially on personal adjustment to the new situations in which they find themselves.

In the following paragraphs the term "orientation course" is used to refer only to the second type, for in the present inquiry information was obtained only with respect to

courses which seek directly to bridge the gap between high school and college by analyzing the students' immediate problems.

Restricting the term "orientation course" to this sense, one in three of the 423 participating schools gives such a course. Furthermore, among the colleges offering such a course, nine out of ten require it of all entering freshmen. In duration, these courses vary greatly, from less than 5 class periods to more than 40. The average course utilizes 25 class periods, and about one in three runs for more than 35 class periods. College credit is given for the work done in these courses in nearly two-thirds of the cases. It is allowed somewhat more often in large freshman classes than in small, and twice as often in coeducational institutions as in separate colleges for men and women.

One of the important purposes served by courses which deal with the opportunities, responsibilities, and problems of entering freshmen is that of acquainting the college with its students. In the orientation course there is splendid opportunity to observe each student and explore his interests, abilities, and limitations. Two-thirds of the schools offering orientation courses report that thru this channel they obtain information about each freshman which is used later in guiding his educational efforts.

With reference to the kind of orientation courses under consideration here, Terman says that in his opinion, "regardless of what courses may be required for the purpose of acquainting the student with world problems, there should also be a required orientation course dealing with the problems of self-discovery and self-direction."¹ In justification of such a requirement, Terman says that as a result of such a course the student "will almost certainly be better prepared to grapple with the problems of civilization, or science, or anything else than he otherwise would have been."

Remedial courses—Some kind of remedial instruction—not a part of freshman week activities—is provided in 70 percent of the colleges and universities included in this study. If our data are representative, colleges which enrol 200 to 300 freshmen offer remedial courses somewhat more commonly than either larger or smaller institutions. Also, public colleges and coeducational institutions provide

¹ A statement made by L. M. Terman in his introduction to: Bennett, M. E. *College and Life*. New York: McGraw-Hill Book Co., 1933. 456 p.

remedial instruction relatively more often than private and denominational schools and separate colleges for men and women. Table 11 shows the types of remedial work provided, the extent to which each type is used, and the average number of class periods per year devoted to each form of remedial instruction. Review courses in certain subject fields are provided more frequently than remedial courses of any other type and, apparently, the usual practise is for such classes to meet four or five times a week for at least twelve weeks. How-to-study classes and work in remedial reading are offered less frequently and, on the average, have much less time devoted to them. Occasionally other forms of remedial work are provided, such as, phonetic instruction, corrective physical education, and work in mental hygiene.

TABLE 11.—TYPES OF REMEDIAL INSTRUCTION AVAILABLE FOR FRESHMEN IN 266 COLLEGES

Type of remedial work	Colleges offering ^a		Average number of periods per year
	Number	Percent	
1	2	3	4
Review courses in certain subject fields.....	186	69.9	56
How to study and how to organize one's college work.....	102	38.3	23
Instruction in the techniques of reading.....	76	28.6	28
Other types ^b	33	12.4	42

^a This table summarizes the offerings of 266 of the 274 colleges and universities in which some kind of remedial work is provided.

^b "Other types" of remedial work included here are: Phonetic courses for students with handicaps of speech or hearing, instruction on the use of libraries, corrective work in physical education, and courses in mental hygiene for those seriously handicapped by unfortunate personality traits.

The common freshman year—The problem of freshman orientation is sometimes intensified in large universities by the fact that students enrol in various "colleges" or "schools" within the university, each one of which is more or less independently administered. To overcome this handicap a few universities, notably Yale, have introduced the "common freshman year." Under this plan all freshmen enrol as part of a unified university class, having its own separate administration that cuts across all departmental lines and university subdivisions. For the most part, too, they pursue a common program of study regardless of the "school" or "college" they intend to enter.

Announcement has just been made that the University of Illinois will probably introduce the common freshman year within the near future.

Adaptation of the Materials and Methods of Teaching

Two common defects of freshman courses—The curriculum and teaching methods of colleges and universities may be poorly adapted to the needs of entering students in at least two ways. Sometimes the courses offered merely duplicate work that students have already done. The same textbooks and references may be used; the same general methods of teaching may be employed. Such courses offer little incentive or opportunity for growth and often lead to poor student morale. At other times freshman courses err in the opposite direction. There is too wide a break in subjectmatter or too much difference in methods of instruction. Moreover, since entering students differ widely not only in natural ability but also with respect to educational background, materials and procedures well suited to the capacities and interests of some entering freshmen may be quite inappropriate for others.

Improvement of freshman courses—Current efforts to improve the quality of freshman instruction show that this is a problem of serious proportions. Numerous colleges recently have revised, or are revising, certain freshman courses, and many unusual attempts are being made to improve the quality of freshman teaching. Instead of assigning new instructors to freshman classes, some colleges are now placing these courses in the hands of their most able professors. Thru special salary inducements, awards for the best undergraduate teaching, and other devices, a new attitude toward freshman teaching gradually is being cultivated. Courses are being developed which neither repeat the work done in high school nor emulate that of graduate departments.

Provision for individual differences—Not the least of the efforts being made to improve freshman courses are those centered on the problem of providing for individual differences. Nearly three-fourths of the 423 colleges represented in this study regularly classify entering freshmen into more or less homogeneous groups in one or more subject fields. Homogeneous grouping is relatively more common in colleges with 200 to 300 freshmen than

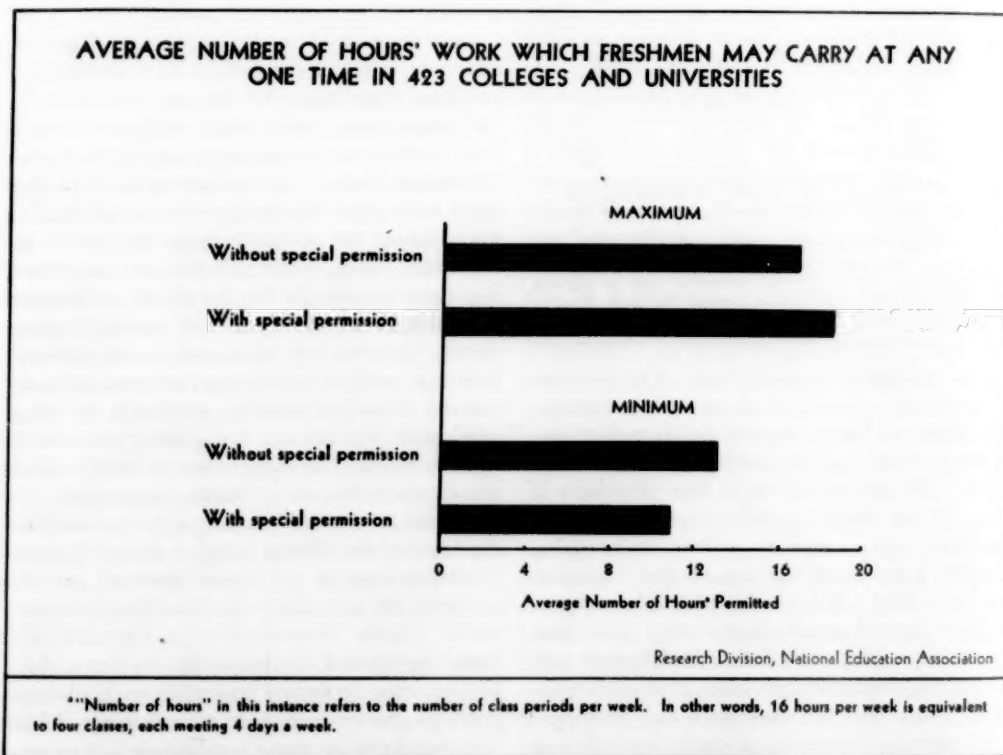
in any other group. Whether or not there is any reason for the parallelism, this is also the group—as noted earlier—in which provisions for remedial instruction are most often made. Homogeneous grouping is practised in 251 of the 423 colleges in connection with English courses. In other fields, too, it is often used, as the following data show. Freshmen are sectioned according to ability in foreign language in 146 colleges; in mathematics in 139; in natural science in 96; and in social studies in 44 institutions.

The bases used for sectioning classes, listed according to frequency of use, are: (1) test score in the subject at the time of college entrance, (2) number of high-school credits in the subject, (3) intelligence test rating, (4) high-school marks in the subject, (5) achievement in class during the first quarter or semester in college, (6) achievement during a six-week trial period, (7) the student's field of specialization, (8) aptitude test score—if the student has had no previous training in the subject, and (9) reading test score.

Since homogeneous grouping does not, of itself, guarantee that adequate provision will be made for individual differences, the use of this procedure with college freshmen must be appraised largely in terms of the adaptations associated with it. In approximately three-fourths of the colleges and universities which section students according to ability, it is reported that freshman instructors make important differences in the subjectmatter content of various class sections and make use of widely different materials and methods of instruction. Altho this clearly shows that much is being done to provide for individual differences, the data also indicate a need for further development in this area. With only three-fourths of the colleges making any use of homogeneous grouping and a fourth of these making little or no adaptation of courses, further provision for individual differences is surely possible.

In adapting freshman courses to the needs of different sections, one interesting contrast in practise is revealed by the questionnaire replies. The largest percent of colleges in which in-

FIGURE IX



structors make important *differences in subjectmatter* for different sections is the group enrolling more than 600 freshmen. The percents range from 82.6 for large institutions down to 62.8 for colleges with fewer than 100 freshmen. In *adapting methods of instruction*, however, exactly the opposite trend appears. The percents in this case range from 70 percent for the large institutions up to 80 percent for colleges with less than 100 freshmen.

Freshman Load

Since the student's success in college sometimes depends quite largely on the load which he attempts to carry, the regulations adopted by colleges and universities with reference to the amount of work which freshmen may undertake are of interest here. Figure IX summarizes such regulations in terms of practise in the average college.

In addition to the facts shown in this figure, it should be pointed out that only one college in ten will permit entering freshmen to enrol for more than 20 hours' work without first obtaining special permission to do so. Moreover, two schools out of three will not grant permission to any freshman to carry more than 20 hours' work. The most common regulation with reference to minimum load is 12 hours of work. Unless special permission is obtained, no freshman may carry less than 12 hours' work in 40 percent of the colleges represented in this study.

In granting special permission to students to carry more than the usual maximum or less than the usual minimum load, the circumstances and types of information listed below—in the order of frequency of mention—are taken into account:

- Previous scholastic record
- Health status of the student
- The student's program of part-time employment
- Intelligence test rating
- The student's participation in extracurricular activities
- Test scores on achievement tests
- Evidences of unusual interest on the part of the student in the program requested
- Proved ability—during the first quarter or semester in college
- Requests of parents or employers.

An Appraisal of the Freshman Curriculum and Teaching Methods

The amount of failure among college freshmen in some measure reflects the extent to

which the curriculum and methods of teaching are poorly adapted to the abilities and needs of the students. That some who fail ought never to have entered college is generally admitted, but it is also true that many failures could and should be prevented. In the present study, information was obtained from 214 colleges on the number of freshmen dismissed for poor scholarship *before* the end of the school year 1935-36. Information was also given by 270 schools on the number dismissed for poor scholarship *at* the end of the school year 1935-36. Estimating from these reports slightly more than 13,000 students were dismissed from the 423 colleges included in this study during, or at the close of, that year. This is nearly 12 percent of all their freshmen. Table 12 shows the average number dismissed because of failure during the first year in college from freshman classes of various sizes. If the questionnaire was properly interpreted, these averages do not include those who voluntarily left college because of failure, but only those who were officially advised to leave. These data suggest an urgent need for further improvement in the freshman curriculum and in the methods of instruction used in freshman classes.

The way in which college officials evaluate the attempts of their respective schools to adapt the curriculum and methods of teaching to the needs of entering freshmen is shown in Figure X.

Unless modesty led many respondents to undervalue the work being done in this connection, there is ample room for further improvement of freshman instruction. Fewer than one-fifth believe that their respective institutions have been highly successful in developing a satisfactory curriculum and discovering the most appropriate teaching methods.

The factors believed to be primarily responsible for whatever success has been achieved in improving freshman instruction are listed in Figure XI according to frequency of mention in the questionnaire replies. Those to which failure is attributed are likewise enumerated for purposes of comparison and contrast. Without assuming that these observations are infallible, helpful use can be made of them by anyone faced with the practical problem of improving freshman teaching. Each

college can examine its own practises by using these statements of critical self-appraisal as a kind of checklist, not for the purpose of arriving at some meaningless total score, but as a means of discovering unrecognized weaknesses.

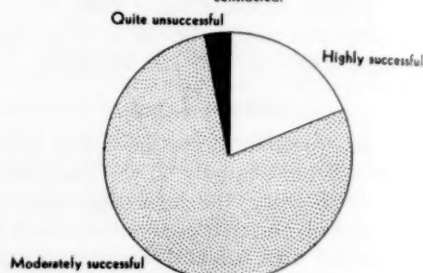
TABLE 12.—AVERAGE NUMBER OF FRESHMEN DISMISSED BECAUSE OF POOR SCHOLARSHIP, 1935-36

Size of freshman class	Average number of freshmen in each group of colleges	Average number dismissed	Average percent dismissed
1	2	3	4
More than 600 students.	1,179	140	11.9
400—599 students.	479	49	10.2
200—399 students.	263	29	11.0
100—199 students.	143	15	10.5
Fewer than 100 students.	68	9	13.2

FIGURE X

A SELF-APPRAISAL OF THE FRESHMAN CURRICULUM AND TEACHING METHODS BY 396 COLLEGES AND UNIVERSITIES

Percent of colleges in which the steps taken are considered:



Research Division, National Education Association

FIGURE XI

FACTORS BELIEVED TO BE CHIEFLY RESPONSIBLE FOR SUCCESS AND FAILURE IN PROVIDING A SATISFACTORY FRESHMAN CURRICULUM AND SUITABLE TEACHING METHODS

Factors to which SUCCESS is attributed

- Personal attention given to each student
- Small classes
- Unusually competent instructors and departmental officers
- Excellent advisory service for entering freshmen
- Appropriate curriculum content
- Flexibility of the curriculum
- The use of homogeneous grouping
- The remedial work done and how-to-study courses offered
- Restriction of the freshman load
- The care used in selecting freshmen
- A helpful testing program
- A program which encourages students to assume responsibility
- The use of survey courses
- Restriction of extracurricular activities for freshmen
- Every member of the college faculty, in turn, teaching freshman courses
- Assumption by faculty members of their share of the responsibility for student failures
- Practise of giving a second chance to any student who has a good attitude

Factors to which FAILURE is attributed

- Inflexibility of the curriculum
- Insufficient staff, resulting in classes too large for individual attention to the students
- Inefficient staff
- Lack of funds
- Extreme variation in the pre-college training of entering students
- Inadequate advisory system
- Failure to make use of homogeneous grouping
- Too much part-time employment on the part of freshmen
- Freshman load too heavy and academic standards too high
- Need for orientation courses, including remedial work and instruction in how to study
- Too much freedom allowed to freshmen in electing courses
- Too many extracurricular activities on the part of freshmen
- Lack of correlation among freshman courses
- Need for better pre-college records on each student

The Guidance and Supervision of College Freshmen

Plans for Student Counseling

There are faculty advisers or personnel officers to whom freshmen are expected to go for guidance in all but 8 of the 420 institutions which reported on this item of the guidance questionnaire, that is, in 98.1 percent of the cases. Yet the provision made for bringing the student and adviser together, and encouraging the student to seek advice on his problems, differs widely from one institution to another.

In more than three-fourths of the colleges, for example, each freshman is regularly assigned to an adviser to whom he goes for general guidance thruout the year. In many other colleges, special advisers are appointed for freshmen who, for some reason, are in need of special attention. Nearly 15 percent of the colleges however, as Table 13 reveals, do not assign students to any one adviser. Presumably, in such cases, the student may go to any one of a number of designated faculty members or counselors. The merit of this arrangement is that the student may be more frank in discussing his problems if he goes to an adviser of his own choosing than if he must go to a counselor assigned to him. The disadvantage in it

is that what is everyone's responsibility tends to become no one's responsibility, with the result that many students are reluctant to discuss their problems with any guidance officer or faculty member.

Another marked difference in the advisory systems used in different colleges pertains to the number of regular contacts between students and their counselors and the presence or absence of any degree of compulsion in this matter. Table 14 shows the usual number of interviews which freshmen have with their advisers, and Figure XII the extent to which such interviews are, and are not, required. Only one college in five has an advisory system resulting in more than a half dozen regular interviews during the year. The average number of conferences per student is 5.2, and, in one-eighth of the colleges represented in this survey of practise, the number of interviews per year averages not more than two. Ninety percent of the colleges require each student to have at least one conference with his adviser, the most common requirement—found in 55.5 percent of the colleges—calling for at least one interview during each semester or quarter.

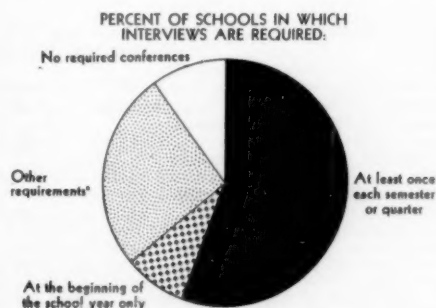
TABLE 13.—CONDITIONS UNDER WHICH EACH FRESHMAN IS ASSIGNED TO A FACULTY ADVISER OR PERSONNEL OFFICER

Condition	Number of colleges	Percent of colleges
1	2	3
Each freshman is assigned to an adviser for general guidance thruout the year.....	308	77.0
A freshman is assigned to an adviser if his college work proves to be unsatisfactory.....	51	12.8
A freshman is assigned to an adviser if his high-school record is inferior..	16	4.0
Other conditions under which specific assignments are made*.....	35	8.8
No freshman is assigned to a particular adviser.....	57	14.3

* "Other conditions" under which freshmen have definite advisers assigned are as follows: (1) honor students have definitely assigned advisers; (2) two student counselors are assigned to each residence hall; (3) class sponsor from the faculty may designate the adviser for any student who, in his judgment, will serve the student best; (4) advisers are assigned according to the courses taken; and (5) each freshman has an adviser, but he must select his own.

FIGURE XII

REQUIREMENTS WITH RESPECT TO INTERVIEWS BETWEEN FRESHMEN AND THEIR ADVISERS



Research Division, National Education Association

* "Other requirements" listed were as follows: (1) when student's work begins to prove unsatisfactory; (2) whenever the dean considers it advisable; (3) depends on the student—of some, only one interview is required; of others, several; (4) one each month at first, then as often as is deemed advisable; (5) whenever the student desires to change his program; and (6) one at the end of the year to plan the sophomore program.

TABLE 14.—AVERAGE NUMBER OF INTERVIEWS PER YEAR BETWEEN FRESHMEN AND THEIR ADVISERS

Average number of interviews during the year	Number of colleges	Percent of colleges
1	2	3
1 or 2.....	32	12.9
3 or 4.....	86	34.5
5 or 6.....	78	31.3
More than 6.....	53	21.3
Total.....	249	100.0
Average number of interviews per student per year.		5.2

Health Services Provided for College Freshmen

Because good health frequently is a determining factor in the successful adjustment of the entering college student to the new and often strenuous demands of college life, the health services provided in liberal arts colleges and universities are a vital part of the broad program of orientation and guidance. Table 15 indicates the health services reported in connection with the present study and shows the relative frequency with which these services are available.

TABLE 15.—HEALTH SERVICES PROVIDED FOR ENTERING COLLEGE STUDENTS IN 423 COLLEGES AND UNIVERSITIES

Service provided	Number of colleges	Percent of colleges
1	2	3
Health examination.....	361	85.3
Medical diagnosis in case of illness or poor health.....	279	66.0
Complete medical treatment in case of illness or accident—except for hospital care.....	199	47.0
Infirmary treatment for students having contagious diseases.....	187	44.2
Health-clinic service.....	151	35.7
Hospital care for a limited period of time.....	150	35.5
First-aid or emergency treatments only.....	141	33.3
Psychiatric service for students with personality maladjustments.....	112	26.5
Hospital care for the full duration of illnesses.....	82	19.4
Other health services*.....	49	11.6

* "Other health services" reported were: (1) X-ray and ambulance service; (2) infirmary care for minor illnesses; (3) medical supervision for all athletic contestants; (4) surgery; (5) complete laboratory service; (6) dental prophylactics and dental examinations; (7) optical care; (8) hospitalization insurance; (9) health inspections for all food handlers; (10) consultation with an orthopedic specialist; (11) compulsory vaccination; (12) follow-up in cases of severe illness and of certain physical ailments; (13) personal attention and care in dormitory; (14) diet service; and (15) daily mid-morning nourishment for under-weight group.

* Heading the list of health measures is the entrance health examination, a service provided in 85.3 percent of the colleges here represented and one that is required of all students in 97.5 percent of the schools in which it is available. The only other service provided in a majority of the colleges is medical diagnosis in cases of illness or poor health which develop during the year. Many other forms of health service and health care are available for college freshmen in certain colleges, however, suggesting that a limited number of institutions regard the conservation and improvement of student health as major responsibilities. Complete medical care in case of illness or accident, except for hospital care, is provided in 47 percent of the schools from which information was received.

The average number of different types of health service available in all the colleges represented was 4.0, the number differing in direct proportion to the size of freshman enrolment from 3.1 in colleges with fewer than 100 freshmen to 5.6 in those with more than 600. Among the health services listed in the footnote accompanying Table 15 are a number of significant health measures which, altho not in general use at present, merit the attention of those responsible for health promotion in colleges and universities.

As stated in an earlier paragraph, health examinations are required of all students in virtually all the colleges in which this service is available. Table 16 indicates the persons to whom the results of such examinations are reported. More than two-thirds of the colleges give each student a report on his own health, and half of them file such reports with the student personnel officer of the college. Obviously, the information gained thru the health examination must be readily available to those primarily responsible for the student's activities if it is to prove effective in the maintenance and improvement of his health.

Regulations with Respect to Living Quarters

The most striking differences between the student's college experiences and those of the pre-college period very often are associated not with the college classroom but with the housing accommodations and out-of-school environment to which he is subjected. Typically, the college student leaves the parental home to

take up his residence under conditions quite different from those to which he has been accustomed. Sometimes the entering student is an only child exchanging the environment of a small family for quarters in a dormitory or fraternity house where quiet and privacy are all but impossible. Again, it is a young person accustomed to the constant companionship of others who suddenly finds himself living alone—in the restricted environment of one small room. It is changes such as these which account in no small measure for the maladjustments of college freshmen.

Recognizing this fact, most colleges try in some way to see that entering students find

TABLE 16.—PERSONS TO WHOM THE REPORTS OF HEALTH EXAMINATIONS ARE REGULARLY SUBMITTED

Person to whom health report is sent	Number of colleges	Percent of colleges
1	2	3
The student himself.....	226	69.1
The student personnel officer of the college.....	164	50.2
The student's parents.....	137	41.9
The student's faculty adviser.....	100	30.6
The health and physical education department of the college.....	90	27.5
Others ^a	65	20.0

^a "Others" to whom health reports sometimes are submitted include: (1) various divisions of the college's health service department—specialists, nurses, the infirmary, the health committee, etc.; (2) principal of the high school from which the student was graduated; (3) the state department of health; (4) the president's office; (5) the placement bureau; (6) heads of dormitories; (7) the committee on extracurricular activities; (8) sight and hearing handicaps, to all the student's teachers; and (9) the student's family or personal physician.

satisfactory quarters. The amount of supervision exercised in this connection, however, varies greatly from one school to another. Local conditions and the housing facilities of the college, as well as the interest of college officials in this problem, are factors that help to determine the accommodations available to students.

Types of living quarters available to men and women students, respectively, in the 423 colleges cooperating in this study are shown in Table 17. The table indicates, too, how frequently the various types of accommodations are available in colleges of different sizes. In interpreting these data, it is well to keep in mind the fact that 262 of the colleges, or 62 percent of those included, are coeducational institutions and that the remaining 38 percent are separate colleges, either for women or for men.

According to the reports summarized in Table 17, dormitories are available for women students somewhat more frequently than for men. Likewise, dormitories are available in institutions admitting fewer than 600 students more often than in schools with larger freshman classes. The situation with respect to living in private homes is exactly opposite—such accommodations are available for men more often than for women, and in the larger colleges more often than in the smaller ones. The percent of colleges in which boarding and rooming houses and fraternity or sorority houses are available to students decreases consistently with size of school. Moreover, living quarters of these types are available for men nearly twice

TABLE 17.—RESIDENCES AVAILABLE TO ENTERING FRESHMEN IN 423 COLLEGES AND UNIVERSITIES

Type of living quarters	Colleges classified according to size of freshman enrolment										All colleges	
	Percent where available to men					Percent where available to women					Percent where available to	
	600+	400-599	200-399	100-199	100-	600+	400-599	200-399	100-199	100-	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
College dormitories.....	61.3	84.0	75.6	86.0	85.5	76.9	95.7	90.8	90.7	91.1	79.8	90.1
Private homes.....	96.8	88.0	88.4	75.4	75.4	96.2	78.3	66.7	59.7	60.0	81.9	65.4
Boarding and rooming houses...	90.3	64.0	52.3	36.8	30.8	84.6	56.5	29.9	17.1	14.4	47.0	27.0
Fraternity or sorority houses...	87.1	80.0	65.1	33.3	15.4	84.6	65.2	31.0	8.5	4.4	47.0	22.3
Cooperative houses.....	9.7	4.0	5.8	0.0	0.0	23.1	4.3	4.6	2.3	0.0	2.8	3.9
Other types of living quarters ^a ...	0.0	0.0	0.0	5.3	4.6	0.0	0.0	2.3	3.9	1.1	2.8	2.3
Number of cases on which percents are based.....	31	25	86	114	65	26	23	87	129	90	321	355

^a "Other types of living quarters" mentioned in the questionnaire replies were: (1) bachelor apartments, (2) the Y. M. C. A., (3) the Y. W. C. A., (4) military barracks, and (5) trailers.

as frequently as for women. This difference is especially pronounced in colleges with freshman enrolments below 400. Cooperative houses are available in many large colleges, and apparently are somewhat more widely used by women students than by men. Such is the description of the accommodations available in liberal arts colleges.

The discussion now turns to the regulations and restrictions which colleges impose, in their attempts to create and maintain the best possible environment for entering students. Table 18 shows what percent of the colleges allow freshman students to live in private residences, and under what conditions residence in private homes is permitted. A few colleges allow no student to live in a private home—not even in the parental home. In most cases, however, some freshmen do live in private residences, under specified circumstances.

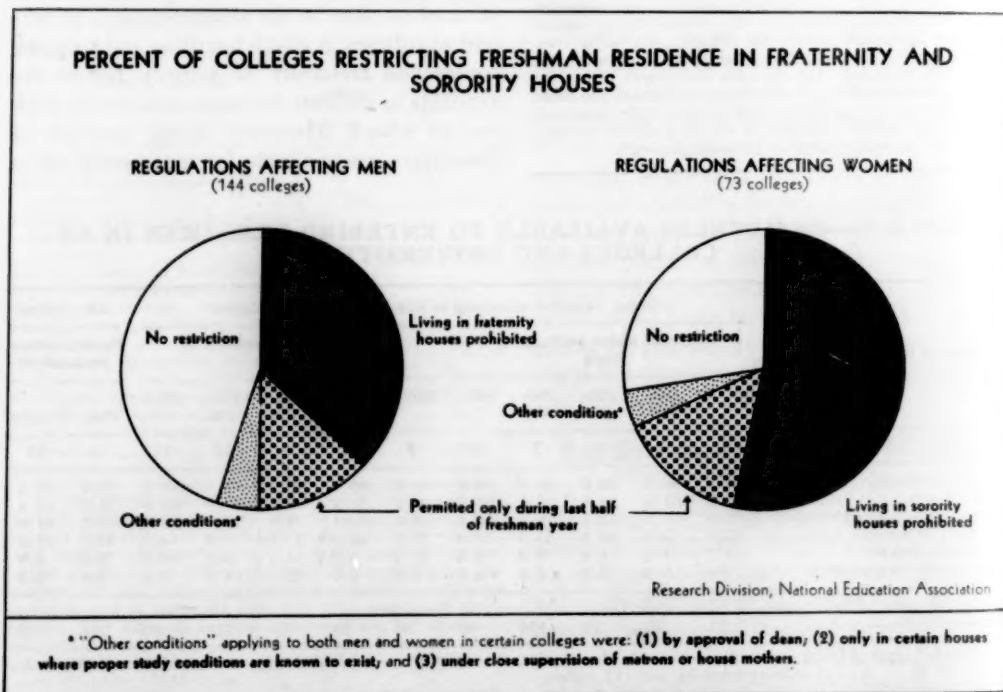
The regulations with respect to fraternity and sorority houses are considerably more strict than those just described. These are outlined in Figure XIII. Half of the colleges reporting on this item do not allow women to live in sorority houses during their first year at college, and more than a third forbid men to

reside in fraternity houses during their freshman year. In addition, approximately 15 percent of the colleges permit freshmen to reside in fraternity and sorority houses only during the last half of their first year in attendance.

TABLE 18.—RESTRICTIONS WITH RESPECT TO FRESHMAN RESIDENCE IN PRIVATE HOMES

Restriction	Percent of colleges where it applies in the case of	
	Men	Women
1	2	3
Freshman not permitted, under any circumstance, to live in a private home.....	3.5	5.2
Freshman may live at home of relatives.....	71.8	84.7
Freshman may live in a private home where he works for partial self-support.....	62.2	71.6
Freshman may live in private home on an approved list maintained by the college.....	59.8	50.2
Freshman may live in a private home only in an exceptional case by special permission of his adviser.....	1.2	1.7
No restrictions whatever.....	15.1	3.9
Number of cases on which the percents are based.....	259	229

FIGURE XIII



Financial Aid

One of the most difficult problems encountered by many college freshmen is that of obtaining the funds absolutely necessary for their maintenance at college. Altho this problem does not affect all students, there is a surprisingly large percent of them who go to college without having money enough to meet their necessary expenses. Moreover, a great many of these students have no one to whom they can go for financial assistance. Their continuance at college depends on their own earnings and frugality and on such help as may be given to them by college authorities.

In response to this ever present and frequent need, most colleges have developed some form of help for those who need financial assistance. In 85 to 99 percent of the colleges federal aid is given to needy students and in about 50 to 90 percent of them loan funds and scholarships are available. Central employment agencies, too, are widely used in helping students to find part-time employment. Table 19 shows the extent to which financial aid of various kinds is given to freshmen in 423 colleges of different sizes and types. Cooperation with the National Youth Administration and the provision of scholarships are types of assistance given by a somewhat larger percent of the colleges with fewer than 200 freshmen than by colleges with larger freshman enrolments. Loan funds and

central employment agencies, on the other hand, are found in a much smaller proportion of the small colleges than of the larger ones. Cooperation with NYA, employment agencies, and loan funds are relatively more common in public colleges than in private and denominational schools, but scholarships are relatively less common. The same is true for coeducational institutions as compared with separate colleges for men and women. Loan funds and agencies to assist students in finding part-time employment are available in a smaller percent of the separate colleges for women than in schools of any other type.

The average number of freshmen enrolled in the 1936-37 freshman classes of the 423 colleges included in this study was 259. The average number of *men* doing some kind of part-time work in the 200 colleges which could supply information on this item was 73. The average number of *women* employed part time in 224 colleges was 39. Altho direct comparison of these numbers with the average freshman enrolment in the larger group of colleges might involve considerable error, these averages do suggest that large numbers of freshmen are earning part or all of their expenses at college.

In the 332 colleges in which some form of help is given to freshmen in finding part-time employment—either thru an employment

TABLE 19.—TYPES OF FINANCIAL AID GIVEN TO FRESHMEN IN 423 COLLEGES OF DIFFERENT SIZES AND TYPES

Type of financial aid	Percent of colleges of different sizes and types where available										All colleges where available	
	Freshman enrolment					Form of control		Student body				
	600+	400-599	200-399	100-199	100-	Public	Private and denominational	Coeducational	Men	Women	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Cooperation with NYA*	85.3	85.7	97.1	95.3	99.1	98.8	94.4	98.9	84.5	93.6	402	95.3
Scholarships	85.3	78.6	87.5	87.9	91.6	70.6	92.3	84.7	94.8	92.6	371	87.9
A central employment agency helping students to find part-time employment	94.1	80.8	78.6	65.1	45.8	81.2	63.8	79.3	60.3	37.2	284	67.3
Loan funds	76.5	60.7	64.4	55.7	53.3	70.6	56.4	63.2	63.8	47.9	250	59.2
Other types*	5.9	3.6	9.6	18.8	29.0	4.7	20.2	16.9	15.5	19.1	72	17.1
Number of cases on which the percents are based	34	28	105	149	107	85	338	271	58	94	423	....

^a The reference here is to the financial aid provided by the federal government to needy college students. The plan requires the cooperation of college authorities in outlining suitable work projects for the students receiving such aid.

^b "Other types" of financial aid reported were: (1) opportunities for work in and around the college (other than NYA projects); (2) provision for deferring or reducing tuition payments in special cases; (3) outright grants-in-aid; (4) cooperative houses in which students share in domestic work and economize on necessary living expenses; and (5) assistance in obtaining part-time work by various members of the faculty.

agency or the personal efforts of faculty advisers—a careful investigation of the type and amount of work to be done and of the conditions to which the student will be subjected is regularly made in 311, or 93.7 percent, of the cases. The importance of such investigations apparently is fully recognized in most institutions where the guidance program includes attention to the problems associated with student employment.

Self-Appraisal by the Colleges of Their Procedures in Counseling and Supervising College Freshmen

Figure XIV indicates the measure of success which, in the opinions of those who responded to the inquiry, in attending the efforts of colleges and universities in those aspects of guidance discussed in the foregoing paragraphs. Only one in five of the respondents term the program highly successful, as carried out in their respective institutions. Approximately 3 percent believe that their advisory and supervisory procedures are wholly inadequate for the needs of their entering students.

The inset in Figure XIV shows that the practises of separate colleges for men and wo-

men are evaluated somewhat more favorably than those of coeducational institutions. It is possible that certain characteristic differences exist between the student body of the typical coeducational institution and that of the average separate college. These differences—if present—combined with differences in admission practises and in other administrative and instructional procedures may operate to reduce the need for guidance in separate colleges as compared with the corresponding need in the average coeducational institution. Whatever the cause, the percent of separate colleges well satisfied with their advisory and supervisory service to freshman students is more than twice as large as that for coeducational schools.

The factors listed in Figure XV, according to frequency of mention in the questionnaire replies, are those credited with whatever success has been achieved in advising and supervising freshmen and with the shortcomings and failures attending this aspect of freshman guidance. No implication is more clearly or prominently revealed by these statements of self-appraisal than the necessity for personal attention to the problems of individual students.

FIGURE XIV

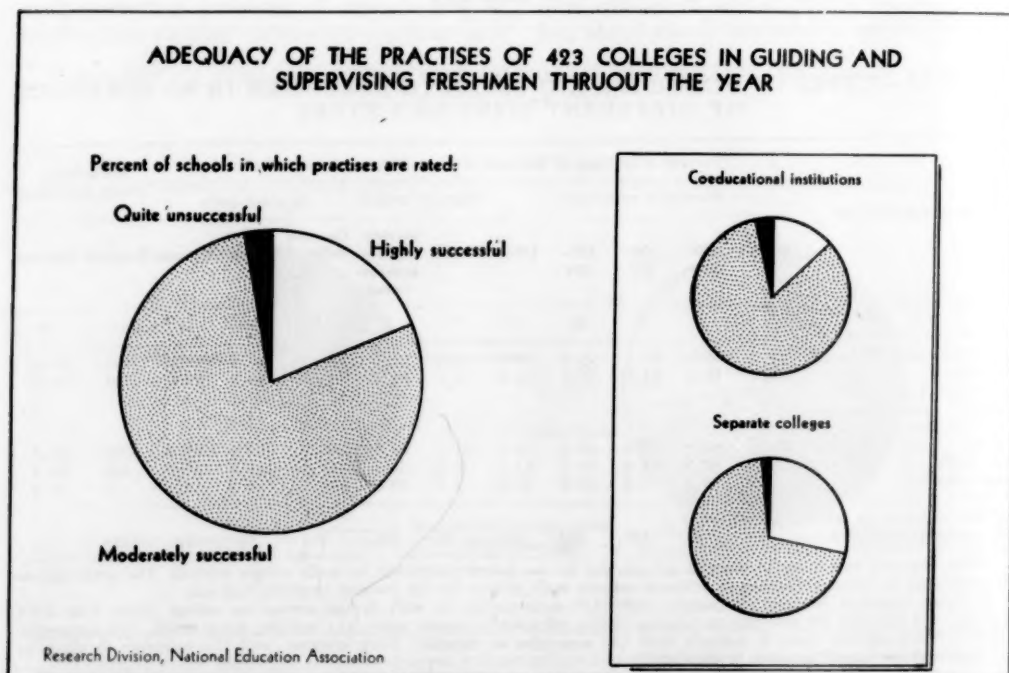


FIGURE XV

FACTORS REGARDED AS CHIEFLY RESPONSIBLE FOR SUCCESS AND FAILURE IN SUPERVISING FRESHMEN THRUOUT THE YEAR

Factors to which SUCCESS is attributed

Personal interest in, and direct contact with, students and close cooperation on the part of the entire college staff
 A carefully planned, well-administered, centralized advisory system
 Competent freshman teachers who are willing and able to personalize their instruction
 Classes small enough to make possible close supervision and frequent personal contacts
 Adequacy of the information obtained about each student
 An effective health service program
 Excellent orientation courses
 Provision for remedial work when needed
 Splendid cooperation on the part of parents
 A suitable testing program
 The separation of discipline from guidance
 Periodic check-up with students whose work is not strong
 The flexibility of the whole program of counseling and supervision
 The proctor system used in college dormitories
 An unusually effective placement bureau
 A rural location conducive to quiet and study
 A ban on all automobiles for students
 The complete absence of fraternities
 Helpful cooperation on the part of fraternities and sororities
 The separation of freshmen from upperclassmen
 A good admissions system

Factors to which FAILURE is attributed

Faculty members assigned to freshman classes not as well trained and competent as they should be
 An inadequate, unsystematic, decentralized system for giving students advice and counsel
 Too little time and effort devoted to the counseling and supervision of freshmen
 Too many non-resident students—not fully under the control of college authorities
 Lack of knowledge about entering students
 Lack of material facilities, particularly dormitories or other suitable housing accommodations
 Lack of orientation courses
 Lack of provision for remedial work
 Need for a resident psychiatrist to handle problems of personality maladjustment
 Lack of vocational guidance
 Students' problems not discovered soon enough
 Too many large classes
 Too many freshmen doing outside work
 Lack of coordination of guidance activities
 Need for greater flexibility in guidance procedures
 Too few contacts with students' parents
 More health services urgently needed
 Not enough regular conferences, bringing together the student and his adviser

Use of Records in Freshman Guidance

Reports Which High Schools Send to the Colleges

Ready adjustment to the new environment of the college on the part of an entering student often hinges on how quickly and how thoroly the proper college authorities become acquainted with him, and with his needs. This, in turn, depends in many cases on the kind and amount of information which is supplied to the college by the high school he attended. Sometimes the student enters college accompanied by no record or report other than a certificate of graduation and a transcript of credits listing the courses taken and semester grades received. Such a report obviously serves only as a kind of formal introduction, leaving it to the student and the college to develop as best they can the kind of intimate acquaintance which may be essential to the student's success.

Among the high schools represented in this study, however, sending to colleges only the standard transcript of credits is the exception rather than the rule. All the private schools except three, 95 percent of the parochial and sectarian schools, and 85 percent of the public schools regularly supply certain kinds of information to colleges and universities over and above the transcript of credits. Among public high schools, the smaller the school the more often a transcript of credits is the only form of record supplied. Additional information is furnished in 93 percent of the large high schools, 89 percent of the medium-sized schools, but in only 71 percent of the small high schools.

Table 20 lists the types of information which high schools sometimes send to colleges and uni-

versities along with the transcript of credits. The table also indicates how frequently—and how infrequently—these additional records are made available. A description of personality and character, an intelligence test score, and a report on extracurricular activities are the only types of information regularly supplied by as many as one-third of the high schools reporting.

The elementary-school record is almost never supplied as a regular, routine procedure and apparently can be supplied by scarcely more than one-fourth of the high schools. Unless this record quickly loses all its value for guidance purposes, better preservation of it would seem to be warranted.

Some of the uses which colleges and universities make of the information given to them by the high schools—in admitting and rejecting students and as a basis for freshman guidance—have been cited earlier. Records and reports of this type form the cornerstone of the freshman guidance program.

Records Maintained by the Colleges

The record systems maintained by colleges, in common with those of elementary and secondary schools, vary widely in both form and content. Colleges sometimes add virtually nothing to the records received from high schools except lists of courses taken and term or semester grades received. Furthermore, excellent records obtained for admissions purposes sometimes are filed away to lose all their potential guidance value. Other colleges, however, make effective use of comprehensive student records. Using the facts obtained from high schools as

TABLE 20.—INFORMATION IN ADDITION TO THE TRANSCRIPT OF CREDITS SUPPLIED TO THE COLLEGES BY 1375 HIGH SCHOOLS

Type of information	Number of schools supplying			Percent		
	Regularly	If student's success is doubtful	On request	Regularly	If student's success is doubtful	On request
1	2	3	4	5	6	7
Description of personality and character.....	641	47	650	46.6	3.4	47.3
Score on intelligence test.....	346	28	461	39.7	2.0	33.5
Record of extracurricular activities.....	471	29	699	34.3	2.1	50.8
Statement of interests and purposes as revealed by interviews or questionnaires.....	320	42	543	23.3	3.1	39.5
Health record.....	254	37	628	18.5	2.7	45.7
Report on the social and economic status of the home.....	236	43	737	17.2	3.1	53.6
Scores on objective tests in high-school subjects.....	211	32	378	15.3	2.3	27.5
Elementary-school record.....	58	6	353	4.2	0.4	25.7

a foundation, they supplement these records not only with courses and grades, but also with health data, test scores of various types, records of extracurricular activities, observations and comments with respect to special talents and limitations, and reports of interviews between students and advisers.

All available information about each entering freshman is centralized in a single, permanent file in 73 percent of the colleges and universities represented in the present study. The smaller the freshman class, the higher is the proportion of colleges in which a single, centralized system of records is maintained. The percents range from 56, for schools enrolling more than 600 freshmen, to 83, for those with fewer than 100 freshmen.

Regardless of the system of records in use, 98.3 percent of all the questionnaire replies indicated that all, or nearly all, the information available about each student is readily accessible to faculty members and other persons legitimately concerned with his progress. Apparently, then, freshman instructors and counselors have little difficulty in obtaining any available information about the students in whom they are interested, except perhaps for a certain amount of inconvenience in obtaining and replacing such records. This does not mean that adequate information is always at hand; for, probably in many instances, facts important for counseling purposes are not collected and recorded.

In all but two of the 423 colleges and universities, progress reports are sent to one or more interested persons. Sometimes these reports are issued regularly; at other times they take the form of special reports, intended to call attention to some particular phase of the student's work. Table 21 shows the conditions under which progress reports are issued and the persons to whom they go.

Reports Which Colleges Send to High Schools

Follow-up reports obtained by high schools—According to the replies submitted in this investigation, nine-tenths of the high schools regularly receive from certain colleges and universities the achievement records of former students who enrol there. Furthermore, the high schools which obtain reports regularly on at least part of their former students receive them, on the average, for about 80 percent of

those who enter college. Two high schools in five, however, get follow-up reports on less than 75 percent of their former students, and one in five, on less than 50 percent of them.

The percent of private and parochial schools obtaining the college achievement records of former students is somewhat higher than that of public high schools—96 percent as compared with 87. Furthermore, 94 percent of the private and parochial high schools receive reports on more than three-fourths of their former students, whereas only 61 percent of the public high schools get achievement records on that large a proportion.

Among the public high schools, follow-up records on at least *some* of those who go to college are more generally obtained by the large high schools. College achievement records for *all* former students, however, are more often obtained by the smaller schools. Table 22 brings out these differences.

For the most part, the follow-up record obtained by any high school pertains only to the student's achievement during his first year, or part of his first year, in college. Only one high school in twelve usually obtains a report cover-

TABLE 21.—EXTENT TO WHICH VARIOUS TYPES OF PROGRESS REPORTS ARE ISSUED IN 418 COLLEGES

Person to whom report is submitted	Percent of schools in which reports are issued		
	At regular intervals	Only if progress is unsatisfactory	Only on request
1	2	3	4
To the student's parents	80.8	12.0	7.2
To the student himself...	73.4	8.1	6.5
To principal of high school from which the student graduated...	50.5	3.8	30.9
To the student's faculty adviser.....	49.8	11.0	10.8
To others.....	6.7 ^a	2.4 ^b	4.3 ^c

^a "Others" to whom regular reports are sometimes issued are: (a) persons who are assisting certain students financially, (b) social director or hostess, (c) regional or state accrediting association, (d) the state supervisor of secondary education, (e) organizations granting scholarships, (f) the college physician, (g) heads of dormitories, and (h) fraternity or sorority sponsors.

^b "Others" to whom progress reports are sometimes sent if the student's work is unsatisfactory include: (a) the scholarship committee of the faculty, (b) the personnel committee, (c) the college physician, (d) the athletic director, (e) head of the department in which the student expects to major, and (f) persons who are assisting students financially.

^c "Others" to whom reports are issued on request include: (a) organizations granting scholarships or student loans, (b) the Bureau of Immigration—for foreign students, (c) prospective employers, and (d) persons who are assisting students financially.

ing the entire college course and only one in seven a report which covers any period longer than one year. The follow-up report usually received by a third of the high schools is one covering only the first quarter or first semester that the student is enrolled.

TABLE 22.—FOLLOW-UP RECORDS OBTAINED BY PUBLIC HIGH SCHOOLS OF VARIOUS SIZES

Type of record	Percent of high schools obtaining		
	Large	Medium	Small
1	2	3	4
College achievement record obtained for at least <i>part</i> of former students.....	93	91	74
College achievement record obtained for <i>all</i> former students.....	22	30	44

A considerable number of high schools check up on the progress of their students in ways other than by merely examining the follow-up reports sent out by the colleges. For example, half of the private and parochial schools and nearly a fourth of the public high schools send representatives regularly to certain colleges and universities to discuss with college officials the progress of their former students. Likewise, approximately half of the high schools—private, parochial, and public—obtain regularly, thru interviews or questionnaires, the suggestions of their former students with respect to college preparation. Such suggestions are said to be extremely helpful to high-school authorities in improving guidance procedures and college preparatory programs.

Large high schools send their representatives to certain colleges to discuss the progress of former students with college officials more often than do the smaller schools, but the latter more often canvass the opinions of former students for suggestions on how to improve their work. Table 23 suggests the bearing which size of school has on the use of these procedures.

Information about former students which high schools would like to obtain—Like the record which goes from high school to college, the follow-up report which goes back to the high school is often rather meager. Table 24 lists the types of information which high-school counselors would like to have about those who have entered college from their respective

schools. Some of these needs were voiced by those who now receive no follow-up reports. Many of them, however, come from schools where some kind of follow-up record is usually obtained. Obviously, much pioneering will be necessary before any considerable part of this information will be supplied regularly to the rank and file of American high schools.

TABLE 23.—EXTENT TO WHICH TWO FOLLOW-UP PROCEDURES ARE USED IN PUBLIC HIGH SCHOOLS OF VARIOUS SIZES

Follow-up procedure	Percent of public high schools using		
	Large	Medium	Small
1	2	3	4
Representative sent regularly to certain colleges to discuss with college officials the work of former students.....	26	20	19
Suggestions obtained regularly from graduates attending college on how the high school can better prepare its students for college.....	45	52	63

TABLE 24.—KINDS OF INFORMATION HIGH SCHOOLS WOULD LIKE TO RECEIVE FROM THE COLLEGES WHERE THEIR FORMER STUDENTS ARE ENROLLED

Kind of report wanted	Number of times mentioned	Percent of replies mentioning item
1	2	3
Record of achievement in college—grades.....	643	40.2
Statement indicating strong and weak points in the student's preparation...	428	26.8
Adaptability demonstrated by the student.....	266	16.6
Interests and activities of the student.....	179	11.2
Character traits displayed by the student.....	153	9.6
Social adaptability of the student.....	146	9.1
Comparative records (achievement of students compared with that of entrants from other schools).....	49	3.1
List of courses taken by students.....	17	1.1
Report on study habits....	15	1.0
Other types (including: attendance record, health record, vocational decisions, and the financial situation of the student while in college).....	25	1.6

Purposes served by follow-up records—College achievement records of former graduates can be used to good advantage by high-school counselors in guiding their students toward, or away from, certain institutions. They are so used in three-fourths of the high schools included in this survey of guidance practises. Follow-up records also prove helpful in improving high-school courses in 55 percent of the schools participating in this study. Other uses which high schools make of these records are: (1) to advise and encourage students now in college; (2) to stimulate high-school students and faculty members; (3) to give publicity to the work of the school; (4) to incorporate into a permanent records file, used for reference and research purposes; and (5) to appraise and improve the general guidance procedures as they relate to college entrance. A great many high schools are losing entirely the guidance values of follow-up reports. Specifically, ninety-four of the questionnaire replies from high schools where follow-up reports are regularly received—7 percent of them—state that no use whatever is made of the information. In all such cases the latent value of follow-up reports should be discovered and utilized.

Self-Appraisal by the Colleges of Their Own Systems of Records and Reports

The extent to which the records and reports now in use in colleges and universities are regarded as satisfactory by those who responded to the college questionnaire is shown in Figure XVI. Approximately a third of the respondents are entirely satisfied with the system of records and reports now in use in their respective schools.

Factors believed to be primarily responsible for the fact that records and reports are satisfactory are listed according to frequency of mention in the questionnaire replies in Figure XVII, in comparison with a corresponding list of reasons for the failure or inadequacy of the records and reports in use.

Improvement of Record Forms and Measuring Instruments

Because of differences in fundamental educational purposes and procedures among educational institutions, and because of variations with respect to size, facilities, and form of organization, no single system of records and

reports is equally appropriate for all high schools or for all colleges. Nevertheless, some degree of uniformity is desirable—more than the amount often found in the record systems of neighboring institutions of comparable size and type. Just as the advantages of uniform application blanks have been discovered by a few groups of cooperating colleges, the merits and limitations of uniform systems of records and reports are becoming apparent thru the research and experimentation of various interested groups. Systems of records and reports that can be used to advantage in several institutions have been developed by individual universities in cooperation with the high schools of various states, research committees of regional accrediting associations, the Educational Records Bureau, the American Council on Education, and many regional and district associations whose membership includes workers in both high schools and colleges. Such projects are particularly wholesome when high schools and colleges work cooperatively toward the development of a single, continuous record, one that is useful in guidance work thru the high-school period and, for those who continue their education, during the period of college attendance as well.

Prerequisite to a satisfactory system of records and reports are measuring instruments that yield accurate and reliable information. High schools and colleges must be concerned, therefore, not only with the improvement of records but also with the development of better technics of measurement.

FIGURE XVI

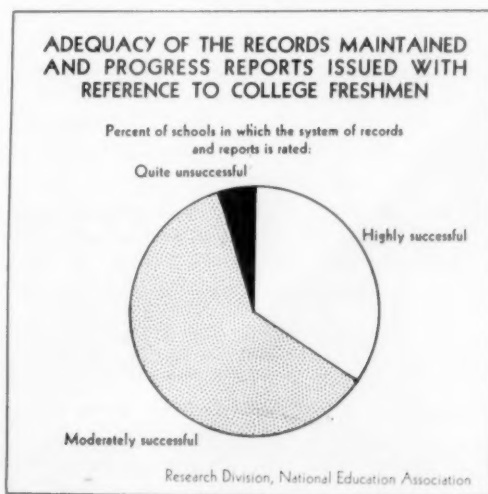


FIGURE XVII

FACTORS TO WHICH COLLEGES ATTRIBUTE THE SUCCESS OR FAILURE OF THEIR SYSTEM OF RECORDS AND REPORTS

Factors to which SUCCESS is attributed

Adequacy or completeness of information available
 Concise form in which information is recorded
 Information centralized in a single personnel file
 Regularity and accuracy of reports
 Selection of persons to whom reports are sent—parents, counselors, and others as well as the student
 Small student body
 Use of information by faculty members who take a personal interest in their students
 The cooperation of parents
 The use of duplicate records
 Effective cooperation on the part of the entire faculty

Factors to which FAILURE is attributed

Information not centralized in a single personnel file
 Form of records and reports not suitable—involves unnecessary duplication; not concise; incomplete; difficult to interpret; may be filled out in several different ways
 An understaffed department in charge of records and reports
 Lack of equipment and supplies
 Lack of cooperation from parents and among members of the faculty
 Reports not sent to persons who should receive them—parents, former high-school principal, freshman adviser, etc.
 Infrequency of reports
 Records not kept in duplicate form
 Attitude that records and reports are ends in themselves rather than the means to an end
 Use of reports in a mechanical, impersonal way instead of using them as devices for getting better acquainted with the student as an individual

Cooperative Attempts To Improve Articulation between High School and College

The task of bridging the gap between high school and college is far too difficult to be performed successfully by the independent efforts of any one institution. Wherever effective work has been accomplished, evidences are invariably present of generous cooperation on the part of many persons and many different agencies. The problem defies solution, too, except thru careful, systematic study. Several specific illustrations of cooperation between high schools and colleges already have been cited, such as cooperative testing programs, organized visits to certain colleges and universities, and the interchange of student records. In addition to these activities, however, many institutions at both levels seek to narrow the gap between high school and college thru various other cooperative activities.

This section of the bulletin calls attention to some of the agencies, projects, and devices identified with this united attack on a problem common to both high schools and colleges.

Cooperation with Accrediting Associations

Cooperation with one or more regional accrediting associations and other agencies whose purposes include the improvement of articulation between high schools and colleges was reported by 46 percent of the small public high schools included in the present study, by 71 and 79 percent of the medium-sized and large public high schools, respectively, and by 83 percent of the private and parochial schools.

Similarly, approximately four colleges out of five among those included in this study, regardless of size or type of control, are maintaining some sort of cooperative relationship with one or more accrediting or research agencies concerned with better articulation between high school and college.

Associations and agencies thru which both high schools and colleges are working toward

a better integrated program include: the five regional accrediting associations—North Central, Southern, Middle States, New England, and Northwest—state departments of education, state accrediting associations,¹ College Entrance Examination Board, Educational Records Bureau, Cooperative Test Service, Committee of the Progressive Education Association, Exeter Conference, American Council on Education, Cooperative Study of Secondary School Standards, American Association of Junior Colleges, and various state or district associations of college and secondary-school administrators and personnel workers.² Other associations and agencies mentioned in the questionnaire replies from colleges were: the American College Personnel Association, American Association of Collegiate Registrars, National Association of Deans of Women, Northwest Association of College Registrars, Pacific Southwest Association of Colleges and Universities, Association of American Colleges, Association of American Universities, various state associations of colleges,³ and state and regional associations of registrars.⁴

At first thought, cooperative endeavor on the part of so large a proportion of the high schools and colleges with organizations and agencies such as those listed above suggests a wholesome interest in the effective integration of secondary and higher education. An analysis of the type of cooperation given, however, is somewhat less encouraging.

The kind of cooperation listed in the questionnaire replies from both secondary schools and colleges was largely passive in character. Table 25, based on the replies from high schools, accurately describes the prevailing trend at both levels. Merely to meet the requirements set by some accrediting organization, to submit routine reports, and to allow the school to be inspected by representatives of an accrediting agency do not necessarily

¹ The state accrediting associations referred to were: the California Association of Secondary Schools and Colleges; Georgia State Accrediting Association; Kentucky Association of Colleges and Secondary Schools; Montana State Accrediting Association; Nebraska Association of Accredited Schools; Ohio College Association; Oregon State Accrediting Association; and the Virginia Association of Private Schools.

² Prominent among the organizations listed in this group were the associations of college presidents in Pennsylvania and Wisconsin, and the Association of Ohio College Field Secretaries.

³ According to the questionnaire replies, the improvement of articulation between high school and college is one of the objectives of the associations of colleges which exist in Alabama, Florida, Georgia, Illinois, Kentucky, Missouri, Nebraska, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Virginia.

⁴ The state and regional associations of college registrars, with which the colleges are cooperating, are identified with: Colorado, Kansas, Louisiana, Minnesota, Ohio, South Carolina, Wisconsin, Wyoming, and the Pacific Coast region.

make for better articulation between high school and college. Effective cooperation in the solution of this problem implies a positive program and the assumption of a proportionate share of leadership and responsibility by individual high schools and colleges.

TABLE 25.—TYPES OF COOPERATION GIVEN BY HIGH SCHOOLS TO ACCREDITING ASSOCIATIONS AND OTHER AGENCIES CONCERNED WITH ARTICULATION

Type of cooperation	Frequency of mention
1	2
Meet requirements.....	117
Send reports to accrediting agency.....	76
Attend conferences.....	72
Respond to questionnaires.....	27
Member of high-school faculty is a member of the accrediting commission	18
School inspected by representatives of the accrediting agency.....	9

Direct Cooperation between High Schools and Colleges

One other type of activity merits special mention, namely, the direct cooperation of high schools with various colleges and universities. Frequently, research projects dealing with the articulation of high schools and colleges are undertaken at various colleges and universities which cannot be carried out except thru the cooperation of a large number of high schools. In the questionnaire replies from the 1600 high schools included in this study, mention was made of cooperative research of this

kind in connection with thirteen state colleges and universities and nine private colleges and universities.⁵ The types of work mentioned were: (1) course of study revision, (2) special testing program, (3) development of satisfactory college entrance requirements in mathematics, (4) development of satisfactory requirements in the social studies, (5) revision of entrance requirements in English, (6) revision of entrance requirements in foreign languages, and (7) the development of an integrated health education program. An illustration of cooperative research in this area, not reported in the questionnaire replies but widely known thru published reports, is the extensive research program of the University of Buffalo.⁶ Several of the studies in this series involved the analysis of high-school records and other forms of assistance and help from high-school people.

Other Types of Cooperation

Activities reported by high schools—A third of the private and parochial high schools and nearly half of the public high schools maintain closer relationships with colleges in the immediate locality than with others, with the result that students adjust themselves to college life more readily there than when they enter more remote institutions.

In a great many high schools, too, both the administrative officers and teachers participate regularly in joint conferences with college administrators and teachers. The extent to which

⁵ The schools mentioned were: University of Alabama, Alfred University, University of California, University of Colorado, University of Georgia, Harvard University, University of Illinois, Illinois State Normal University, University of Iowa, Lawrence College, University of Michigan, Mills College, University of Minnesota, University of Missouri, Northwestern University, Princeton University, Stanford University, Temple University, University of Tennessee, University of Wisconsin, University of Wyoming, and Yale University.

⁶ See Mills, Henry C., and others. *Studies in Articulation of High School and College*. University of Buffalo Studies, Volume 13, Bulletins 1 to 9. Buffalo: the University, 1936. 351 p.

TABLE 26.—THE USE OF JOINT CONFERENCES IN IMPROVING ARTICULATION

Type of conference	Percent of high schools of various types participating					Percent finding such conferences helpful				
	Large	Medium	Small	Public	Non-public*	Large	Medium	Small	Public	Non-public*
1	2	3	4	5	6	7	8	9	10	11
For high-school and college administrators and personnel workers, to consider problems of articulation..	61	47	36	49	67	94	92	93	93	91
For high-school and college teachers, to bring about better integration of courses and eliminate duplication..	54	44	40	47	63	95	94	93	93	95

Based on questionnaire replies from 1532 high schools.

*Includes all private, parochial, and sectarian high schools.

such conferences are used, and the almost unanimous feeling that they make for closer relationships and better articulation, can be noted from Table 26.

Activities reported by colleges—Table 27 indicates some of the special cooperative procedures and research projects thru which colleges and universities are attempting to improve articulation between these institutions and the secondary schools. The table shows how widely each procedure is employed in the whole group of colleges and universities represented in this study, and also the extent to which each procedure is used in colleges of various sizes and in institutions under various types of control.

The percents in columns 2 to 6 in Table 27, relating to the frequency of use of each procedure in colleges varying in size of freshman enrolment, indicate an interesting trend. With but one exception the percent of schools making use of any given procedure is smallest in colleges with fewer than 100 freshmen, the percents increasing with remarkable consistency thru the four remaining groups. Only the practise of encouraging students to apply for admission to college early in their high-school careers is relatively more common in the smaller colleges than in those having the largest freshman enrolments. The fact that

freshman classes in the denominational schools included in this study were smaller on the average than those in either the private or public colleges, probably accounts at least in part for the fact that nearly all the percents in column 8 of Table 27 are smaller than the corresponding percents in the adjacent columns.

In connection with the second item in the table, one other fact should be mentioned. Altho 61.2 percent of the colleges regularly analyze the achievement records of freshmen with reference to the high schools from which they were received, it is almost certain that the value of this research is not fully capitalized. For, of the more than 200 schools regularly making such analyses of freshman records, only 61.9 percent report the results to the various high schools concerned. Would not better articulation between high school and college be furthered if all colleges would report to the high schools, as a basis for curriculum adjustment and the improvement of high-school guidance, the progress of their former students? Here, again, the percent of schools employing the suggested practise seems to be related to the size of school as indicated by freshman enrolment, the percents ranging from 44.4 in colleges with less than 100 freshmen to 76.9 in the larger institutions.

TABLE 27.—SPECIAL PROCEDURES USED BY COLLEGES TO IMPROVE ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE

Procedure	Percent of colleges and universities using								
	Size of freshman class					Control			All institutions represented
	600+	400-599	200-399	100-199	100-	Public	Denom.	Private	
1	2	3	4	5	6	7	8	9	10
Specific help given to high schools on request, e.g., curriculum revision; selection of teachers; design of buildings.....	93.5	83.3	89.8	77.0	62.8	85.9	73.6	81.8	78.6
Regular analysis of freshman achievement records with reference to the high schools from which they came.....	71.9	68.0	69.3	60.6	49.5	63.8	55.2	70.6	61.2
Participation in joint conferences for high-school and college administrators and personnel officers.....	81.8	63.0	61.1	53.4	42.6	62.5	49.2	62.5	55.7
Frequent research having to do with the evaluation of various criteria for admission.....	63.6	70.8	71.4	48.5	37.4	58.0	47.3	62.6	53.9
Attempt made to have interested students apply for admission to college early in their high-school careers, with subsequent educational guidance by the college.....	29.0	64.0	58.9	52.6	50.0	37.3	52.3	62.9	52.3
Sponsorship of joint meeting for high-school and college teachers of various subjects—English, mathematics, etc....	62.5	57.7	47.1	27.3	19.5	57.7	23.9	39.0	35.5
Representation on a joint high-school and college committee which is actively working for better articulation.....	45.2	19.2	15.7	13.1	9.6	31.5	12.6	10.9	15.9

The chief significance of Table 27 lies, not in the differences which exist in the practises of different groups of colleges, but rather in the suggestions which it contains as to special procedures that are proving their value in many colleges and universities but have not been given a trial in many others. Further use of joint conferences, joint committees, and cooperative research projects, and the earlier identification and proper guidance of prospective college entrants would undoubtedly have a most wholesome effect on the careers of college freshmen.

Major Emphasis in the Relationships of Colleges and High Schools

Criticism is often voiced to the effect that higher institutions are themselves chiefly responsible for the gap between high school and college, because of their inflexible standards and their unwillingness to introduce any change in traditional programs and procedures. This point of view is well expressed in the following quotation:

In so far as it was able the college has sat complacently on the top of the educational pyramid, fixing its standards by a mixture of tradition and experiment, and imposing those standards on its students and on the (secondary) schools.⁷

To the extent that this criticism is valid—and few would maintain that it is wholly unmerited—the colleges are responsible for much of the maladjustment among their entering students. Maladjustment among students is inevitable so long as the colleges emphasize primarily the selection of students who will fit a certain type of curriculum, and devote little energy to the revision and adaptation of their programs to needs of those whom they admit. The time is not yet at hand, if indeed it ever will come, when the careful selection of college entrants is unimportant and admission standards can be safely abandoned. On the other hand, if colleges have been remiss in acknowl-

edging and making due provision for individual differences among their students, as many observers believe, there is every reason for them to redirect their energies in such a way that the needs of students are emphasized fully as much as the maintenance of certain impersonal standards.

Twenty-seven percent of the colleges and universities included in this study report that they place greater emphasis on adapting and readjusting the college program to the needs of students than on getting high schools and high-school students to conform to their established entrance standards. Forty-two percent place considerable emphasis on both objectives, neither one to the exclusion of the other. The need for further recognition of the student's interests, however, is attested by the fact that 23 percent of the colleges frankly admit that they are interested chiefly in the maintenance of entrance standards.

Colleges of various sizes and types differ in their adherence to these two points of view. If our data are representative, more attention is paid to conformity and less to the adaptation of the college program by institutions enrolling more than 600 freshmen than by colleges of any other type. Emphasis on conformity also appears to be somewhat more prevalent among separate colleges for men and women than in coeducational institutions. The smallest proportion of schools emphasizing conformity to college standards and the largest proportion interested primarily in the adaptation of the college program to student needs are identified with the group having freshman enrolments of 400 to 599.

The cooperative and research activities described at the beginning of this section will become more productive, and all attempts to improve articulation more fruitful, as an increasingly large proportion of the colleges identify themselves with those already concerned with the adaptation of their program to student needs.

⁷ Duffus, Robert L. *Democracy Enters College*. Chicago: Charles Scribner's Sons, 1936. p. 7.

Summary of Current Guidance Practises Affecting College Freshmen

Each high school and college can profitably examine the practises reported in this bulletin with two practical purposes in mind: (1) to identify, from procedures widely used in other schools, elements of apparent strength and weakness in its own program; and (2) to discover promising innovations which seem to merit careful consideration and perhaps trial use. Before adopting new procedures, however, either those in general use or those that represent pioneer efforts, every school will need to appraise them in terms of its own objectives and educational philosophy.

This study provides no specific outline of a superior plan for improving articulation between high school and college. On the contrary, the facts presented indicate clearly that procedures highly effective in one situation would be wholly inadequate and ineffective in another. The following paragraphs, therefore, instead of recommending specific procedures, deal very largely with a summary of the efforts now being made to guide and orient students as they pass thru high school into college.

Guidance with respect to college entrance— Widespread acceptance on the part of high schools of some measure of responsibility for advising students with respect to college entrance is indicated by the fact that, in giving this type of counsel, two-thirds of the schools included in this study follow some regular procedure. In small high schools the principal usually assumes chief responsibility for guidance with respect to college entrance; in large high schools, special counselors—and sometimes, no one person or department. Appointment of a specific adviser for each student and provision for a few scheduled conferences between student and adviser are devices commonly employed, especially in the larger high schools. Typically, guidance toward or away from college begins before the student's senior year in high school, in the ninth grade more often than at any other level. A majority of the small high schools, especially non-public high schools, regularly arrange for conferences between students' advisers and their parents. As a specific outcome of these and other guidance procedures, 40 to 78 percent of those who enter college from high schools of various types do so with the official recommendation of high-school authorities. In order to

give students a preview of college problems, a few secondary schools offer special courses, organize "college clubs," and introduce their seniors to the methods of teaching commonly employed in college classes. In spite of the activities just enumerated, however, many high schools either ignore all responsibility for this kind of pupil guidance or make use of only a few of these practises.

An impressive majority of the colleges included in this study make direct contacts with at least part of their future students, but thus far relatively little effective guidance has resulted from these contacts because of the amount of commercialism that has characterized recruiting practises. Preliminary work recently done on codes of ethical procedure in student recruiting is evidence of a growing awareness that colleges, as well as high schools, are obligated to give helpful guidance with respect to college entrance.

The influence of entrance requirements on articulation between high school and college— With but few exceptions, high-school graduation with at least 15 units of credit is expected of those who apply for admission to the 423 colleges included in this study. Between 1931 and 1937 the average number of units definitely specified for admission decreased from 10 to 9.4, but the typical requirement still is quite specific: 3 units of English, 2 of mathematics, 1 of social science, 1 of natural science, and 2 of foreign language. Graduation from an accredited high school, as evidenced by a diploma or at most by a transcript of credits, is often the only requirement for admission. Many institutions, especially those with more applicants than they can accept, make use of numerous other standards for admission. Rank in high-school graduating class, the high-school principal's recommendation, a description of the student's personality and character, results from various aptitude tests, and the result of an interview between the applicant and a member of the college faculty are the types of evidence most frequently considered. Similar information is collected by many colleges that do not use it in admitting and rejecting students because of its value in the guidance and orientation of college students.

Significant among other attempts to improve articulation by means of admission pro-

cedures are (1) the uniform application blanks that have been developed cooperatively for use in certain groups of colleges, and (2) the flexible plans of admission and entrance requirements, quite different from the traditional ones in general use, with which various colleges are experimenting. A factor cited by college authorities as essential to a satisfactory plan for selecting students was adequate acquaintance with the prospective student and his achievements growing out of close cooperation with the high school which he attended.

Freshman week programs—Approximately three-fourths of the colleges participating in this study have some kind of freshman week program or other preliminary orientation period. The leading objective of these programs is to acquaint new students with the college, but many institutions are equally concerned with obtaining information about the students. Registration, lectures, examination, social affairs, distribution of bulletins and other printed material, and personal conferences between students and faculty members are the principal activities. Planning student programs, developing school morale, acquainting freshmen with the facilities and activities of the school, and helping students to find satisfactory housing accommodations are specific problems on which the work is focused. Factors to which the success of freshman week programs is most often attributed include: numerous personal contacts, the ability and friendliness of campus leaders and faculty advisers, and careful advance planning.

Adjustment on the part of college freshmen to academic problems—Recognizing the influence which the number and character of a student's courses have on academic adjustment, colleges usually adopt certain course requirements and regulations as to the number of courses permitted. On the average, half of the freshman's courses are definitely required, one-eighth of them are optional within specified general fields, and three-eighths are entirely optional. The average minimum and maximum loads which freshmen may carry without special permission are 13.1 and 16.8 hours per week, respectively, and the corresponding averages with special permission are 10.9 and 18.4 hours. Orientation courses, dealing with the opportunities, responsibilities, and problems of college students, are offered in about a third of the institutions represented in

the present study and, wherever offered, such courses nearly always are required. Some kind of remedial instruction is provided in a majority of the colleges, but there is wide variation in the types of work offered. Review courses in various subjects, remedial reading, and courses on how-to-study are the types most often available. Homogeneous grouping, at least in some freshman classes, is used in about three-fourths of the liberal arts colleges, but scarcely more than half combine homogeneous grouping with a serious attempt to adapt materials and methods to the abilities and interests of the various groups created.

Among other practises intended to help freshmen with their adjustment to the demands of the college classroom are: (1) selection of the most able faculty members as freshman instructors, and (2) the use of what is termed "the common freshman year." In this area of guidance, as in many others, intimate acquaintance with students and personal attention to their problems are cited as the factors chiefly responsible for whatever success has been achieved. This implies, of course, suitable variations in curriculum offerings and in methods of teaching.

Procedures used in the guidance and general supervision of college freshmen—Advisers who give special attention to the problems of freshmen are available in virtually all the colleges cooperating in this study. In three-fourths of them, each freshman is assigned to a specific adviser with whom he has, on the average, five interviews during the year. Four-fifths of the colleges require a health examination at the time of entrance and, depending on the college, offer additional health counsel and health services up to complete medical care so long as the student is in residence. Financial aid for students usually is available thru some channel, particularly thru scholarships and federal grants to needy college students. Loan funds and central employment agencies have been established in a majority of the colleges and are found in nearly all of the large, public institutions. One of the most important aspects of freshman guidance has to do with the supervision of housing accommodations. More than half of the colleges restrict or prohibit freshman residence in fraternity and sorority houses. Nearly all specify conditions under which freshmen may reside in private homes. Dormitories are available for at least part of the

freshman students in 75 to 95 percent of the various types of colleges included in this report.

The use of records in the improvement of articulation—The importance of records and reports is brought out repeatedly in this review of guidance procedures. They are cited in the questionnaire replies as an essential element in effective pre-college guidance and in the selection, orientation, and later guidance of college students. Aside from a transcript of credits, however, only three types of information are regularly supplied to colleges by as many as one-third of the 1600 high schools included in this study: a description of personality and character, an intelligence test score, and a report on the student's extra-curricular activities. Most high schools receive follow-up reports on part of their graduates who enter college but, on the average, such reports are obtained on only about 80 percent of those who enter college and for a period of only one year or less. One of the needs stressed by both colleges and high schools was that for better records and reports and the more frequent interchange of information between secondary schools and colleges. Adequate records are being used by institutions of both types not only in the individual guidance of students but in the appraisal and revision of curricu-

lums, teaching methods, standards of achievement, and general guidance policies.

Cooperative projects concerned with better articulation between high school and college—Altho approximately three-fourths of the high schools and colleges represented in this study are cooperating with one or more regional accrediting associations, their participation is quite largely passive in character. Thru the special projects of accrediting associations, however, the direct cooperation of high schools and colleges in research studies dealing with problems of articulation, the eight-year experiment of the Progressive Education Association, the investigations of the Cooperative Study of Secondary School Standards, and other cooperative enterprises, better articulation between high school and college is being achieved. Joint conferences for faculty members of colleges and secondary schools, which bring these groups together for the discussion of their common problems, are said to result in better articulation by more than nine-tenths of the participating schools. One of the wholesome results which should come from all such cooperative efforts is a decrease in the proportion of colleges which, in their relationships with high schools, emphasize conformity to college standards over and above the interests and needs of students.

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APPENDIX

Illustrative Sections from the Questionnaire to High Schools

(Sample copies available on request)

Washington, D. C.
January 1937

National Education Association of the United States
Research Division

THE ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE

An Inquiry Form for Public and Private Secondary Schools

To the Secondary-School Principal:

This questionnaire applies only to high schools which prepare some or all of their students directly for college. You need not fill it out if your high school has no senior year from which the graduates go directly to college.

Please return this form, when filled out, to the Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

I. Basic Information

1. Name of person reporting.....

2. Official position.....

3. Name of school.....

II. Guidance and Orientation of Students with Respect to College Entrance

1. Does your school have a regular procedure for advising students as to whether or not they should enter liberal arts colleges or universities?..... Yes..... No.....

2. If you have a regular procedure for advising students on the question of going to college:

a. What facts about the student are considered in deciding whether or not he should be advised to go to college? Please check (✓) each appropriate item:

----- (1) Marks in high-school subjects

----- (2) Number of credits earned in certain subjects

----- (3) Score on general intelligence test

----- (4) Score on high school subjects

III. Following Up Students in College

1. Do you regularly obtain from certain colleges or universities the achievement records of your former students who are attending those institutions?..... Yes..... No.....

2. If you obtain the college achievement records of your former students from certain institutions:

a. For approximately what percent of your graduates of 1936 who are now in college will you have such records?..... percent

b. For what part of the student's college career do you usually receive such records? Please check (✓) one item:

----- (1) First semester or quarter only

----- (2) First year only

----- (3) First two years only

----- (4) Entire college career

----- (5) Other period (state it)

IV. High-School Records and Reports to Colleges

1. Does your school keep all information about each student in one permanent file?.... Yes..... No.....

2. Is all or most of your information about each student available to faculty members and others who are legitimately concerned with the student's progress?..... Yes..... No.....

3. Does your school supply pertinent information (other than the usual transcript of credits) to any college or university which your students enter?..... Yes..... No.....

If so, please check (✓) below to indicate which types of information are supplied, and under what conditions they are supplied:

Conditions under which information is supplied to colleges

Regularly If student's success in college is doubtful On request

V. Special Conditions and Activities Facilitating Articulation between High School and College

1. Do you have one or more liberal arts colleges or universities in your immediate locality (city, town, or county)?..... Yes..... No.....

2. If there are certain liberal arts colleges or universities in your immediate locality:

a. Is the articulation between your high school and the local colleges or universities better than that between your high school and other institutions of higher education?..... Yes..... No.....

b. What features, if any, of the articulation between your high school and the local colleges or universities are not present in your relationships with other institutions of higher education? Please describe briefly:

Illustrative Sections from the Questionnaire to Colleges
(Sample copies available on request)

National Education Association of the United States
Research Division

Washington, D. C.
January, 1937

THE ADMISSION AND GUIDANCE OF FRESHMAN STUDENTS
An Inquiry Form for Liberal Arts Colleges and Universities

To the Person Answering This Questionnaire:

This questionnaire is concerned with the admission and guidance of first-year students in four-year colleges of liberal arts and sciences. Practices used solely in professional or technical schools, including teacher-training schools or departments, should be disregarded in answering the questions. Responses from universities should be limited to practices which affect freshmen in colleges or departments of liberal arts and sciences.

Please return one copy of this form, when filled out, to the Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. The second copy may be retained for your files.

I. Basic Information

1. Name of person reporting.....

2. Official position.....

II. Admission and Precollege Guidance of Students

1. How many "units" of high-school credit in each of the following subject fields were usually required for admission to full freshman standing in your college of liberal arts in the years indicated?

Subject field	Number of units* required	
	in 1936-37	in 1930-31
(1) English.....	()	()
.....	()	()
.....	()	()

III. Introducing the Student to College Life

1. Does your institution have a "freshman week" or similar period of orientation prior to the official opening of college? Yes..... No.....

2. If you have a "freshman week" or similar period of orientation:

a. What are the general purposes of this preliminary orientation period? Please check (✓) each appropriate item:

- (1) To acquaint new students with the college
..... (2) To give new students a chance to meet faculty and other students

IV. Guidance and Supervision of the Freshman in College

1. Does your institution have one or more faculty advisers or personnel officers to whom freshmen may go for guidance during the school year? Yes..... No.....

2. If faculty advisers or college personnel officers are available for the guidance of freshmen:

a. Under what conditions is a freshman assigned to a particular adviser or personnel officer? Please check (✓) each appropriate item:

- (1) Each freshman is assigned to an adviser for general guidance throughout the year
..... (2) A freshman is assigned to an adviser if his high-school record is inferior
..... (3) A freshman is assigned to an adviser if his college work proves to be unsatisfactory
..... (4) No freshman is assigned to a particular adviser

b. If each freshman is assigned to an adviser for the entire year, how often is the student required to confer with his adviser?

- (1) At beginning of school year only (4) Other plan (state briefly).....
..... (2) At least once each semester or quarter
..... (3) No conferences required

c. How often, on the average, does a freshman confer with faculty advisers or personnel officers during the year? Approximately times

Orientation Courses and Remedial Instruction

3. Does your institution offer a freshman course dealing primarily with the opportunities, responsibilities, and problems of college life? Yes..... No.....

Health Service

7. What health services does your institution provide, if needed, for all freshman students (without charge, except for the usual student health fee)? Please check (✓) each appropriate item:

- (1) Health examination

The Questionnaire to Colleges (continued)

Regulation of Living Quarters

9. What types of living quarters are available to students (regardless of whether they are approved for freshmen) at your institution? Please check (✓) each appropriate item separately for men and women students:

Men students Women students

- | | | |
|-------|-------|-----------------------------------|
| ----- | ----- | (1) College dormitories |
| ----- | ----- | (2) Private homes |
| ----- | ----- | (3) Boarding and rooming houses |
| ----- | ----- | (4) Fraternity or sorority houses |
| ----- | ----- | (5) Other types (name them) ----- |

10. If private homes or boarding and rooming houses are available to students, under what conditions are freshmen permitted to live in them? Please check (✓) for both men and women students:

Freshman men Freshman women

- | | | |
|-------|-------|--|
| ----- | ----- | (1) No restrictions whatever |
| ----- | ----- | (2) If residence is on institution's approved list |
| ----- | ----- | (3) If freshman lives at home of relatives |
| ----- | ----- | (4) If freshman works ----- |

Financial Aid

12. Does your institution assist freshmen who need financial aid? Yes----- No-----
If so, by what means is such aid given? Please check (✓) each appropriate item:

- | | |
|-------|--|
| ----- | (1) Loan funds |
| ----- | (2) Scholarships |
| ----- | (3) Central agency for obtaining part-time employment |
| ----- | (4) Cooperation with NYA (National Youth Administration) |

Evaluation of Practises

15. In your judgment, how successful on the whole are the practises of your institution for guiding and supervising freshmen thruout the year?
Highly successful----- Moderately successful----- Quite unsuccessful-----

16. What factors do you think are primarily responsible for the success (or failure) of your present practises for guiding and supervising freshmen? Please state such factors briefly, and indicate the desirable or undesirable effects of each:

V. The Freshman Curriculum and Methods of Teaching

1. What percent of the typical freshman's academic load (as measured in semester hours or quarter hours) is composed of courses that are:

- | | |
|---|---------------|
| (1) Definitely required..... | ----- percent |
| (2) Optional within certain subject fields..... | ----- percent |
| (3) Entirely optional with the student..... | ----- percent |
| Total typical load..... | 100 percent |

If certain courses are optional with freshmen, does your institution advise each freshman concerning his Yes----- No-----

VI. Recording and Reporting Information about Freshmen

- Does your school keep all available information about each student in one permanent file? Yes----- No-----
- Is all or most of your information about each student available to faculty members who are legitimately concerned with the student's progress? Yes----- No-----

VII. Special Procedures Facilitating Articulation between High School and College

- Is there a joint committee composed of high-school representatives and of officers or faculty members of your institution, which is actively working for better articulation between high school and college? Yes----- No-----
- Does your institution regularly participate in joint conferences for high-school administrators and college personnel officers for the purpose of discussing problems of articulation between high school and college? Yes----- No-----
- Does your institution promote joint meetings of high-school and college teachers of individual subjects, such as English, mathematics, or foreign language? Yes----- No-----
- Does your institution, when requested, give specific help to high schools on such problems as the high-school curriculum, selection of teachers, design of school buildings, etc.? Yes----- No-----
- Does your institution regularly analyze the college achievement records of its freshmen with reference to the particular high schools from which they graduated? Yes----- No-----
If so, are the results of such studies sent to the high schools concerned? Yes----- No-----
- Does your institution conduct research for the purpose of evaluating various criteria for the admission of students to college (e. g., do you evaluate, thru research, intelligence-test scores, test scores in high-school subjects, Yes----- No-----
..... Have admission early in their high-school careers, No-----

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Youth Education Today. Sixteenth Yearbook, American Association of School Administrators. February 1938. 512 p. \$2.00.

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Tests of Intelligence and Aptitude. *Review of Educational Research*, Vol. 2, No. 4, October 1932. 72 p. \$1.00.

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The Classroom Teacher and Character Education. Seventh Yearbook, Department of Classroom Teachers. June 1932. 272 p. \$1.50.

Character Education. Tenth Yearbook, Department of Superintendence. February 1932. 536 p. \$2.00.

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BETTER COORDINATION, or articulation, of high-school work with college work is urgently needed in this country. The curriculum of the upper years in the high school and the lower years in the college should be treated in a sequential way. The present hiatus between high school and college is bad. There should be a constant flow of work from one to the other instead of a dammed-up or turbulent stream.—Daniel L. Marsh.
