

same way, a specialized study hall might be organized for the English department or for the sciences.

To recapitulate, I believe the ideal situation would include reduced teaching loads, lengthened periods, and the elimination of the study hall. However, in view of the numbers of pupils who are to be taught and the limited resources that are available, some school administrators may find that retaining the traditional study hall will assist them in making the most effective use of the resources with which they have to work. There is, at least one encouraging aspect to the question. Most of the factors involved in this issue such as class size, number of class periods in the day or week, and length of periods can be controlled by the principal and his staff to achieve whatever objectives they consider important.

WHAT ARE RECENT DEVELOPMENTS IN COLLEGE-ADMISSION POLICIES?

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Summary of the presentation made by FRANCIS B. NICKERSON

LAST fall Dr. William Burton, formerly of Harvard University, addressed the 1957 conference of the Oregon Association of Secondary-School Principals. He said he would like to hear someone discuss the new responsibilities of higher education toward secondary education which present increasingly selective college admissions policies create. Dr. Burton's statement poses an intriguing question as to the general responsibility of higher education to secondary education. Should the colleges and universities simply play God in judging high-school graduates for admissions purposes, or do they owe an obligation actively to aid the high schools with programs of pre-college guidance?

Certainly there is little cooperation today among the levels of education. Attacks are made by college faculty against the integrity of the secondary-school programs. High-school representatives retaliate both by counter attacking higher education and by striking at the

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elementary schools from which they get their students. Discussion among educational levels has made it hard for education to achieve any truly integrated pattern. Further, it has given all the elements in the country which are opposed to free public education an opportunity to attack such education using the very charges which educators so freely make against each other. The inevitable result has been substantial loss of public confidence in the educational system as a whole. The concern of educators over this situation is apparent in the soul searching now being given to problems of high-school-college articulation.

College and university selective admissions policies have been a cross to secondary education for a long time. Currently, the trend favors dramatic increases of selectivity under the dual pressure of prospective enrollment increases and the obvious inadequacy of preparation for college work which many high-school graduates display. The real question is not whether selective admissions levels will be increased, but rather what will be the atmosphere in which such increases will occur. It must be recognized that increased selectivity will be either a further divisive force between secondary and higher education or a new way to the development of badly needed integrated patterns.

Those who work in higher education must never forget in their consideration of admissions policies that whatever course they take will dramatically influence secondary education. They must come to understand and appreciate both the fact that the American high school has more tasks to perform than college preparation and why this is a necessity. Such understanding is the key to the answer as to why some high-school graduates are so woefully unprepared to do college work.

Secondary educators for their part must never forget that adequate preparation of all students of college ability for college is an utter necessity if the country is to survive. It is in work with this problem that secondary and higher education have their best opportunity to join forces. Each level of education needs to be thoroughly sympathetic with the problems of the other in this area. Certainly selective admissions policies are the crossroads of any route to such understanding.

It would not be difficult to illustrate the inter-relationship of all levels of education in consideration of this problem and to find also roles for parents to play. The basic idea is simply that any change in college and university admissions policies echoes clear to the lowest chamber of the educational ladder and out into the homes of America's children. If this is true, the demand for an integrated approach through all the years of education to the problem of college preparation will never be quiet.

In Oregon this type of approach to the problem is now a matter of active experiment. Based on a two-year record, the results are extremely encouraging. There teams from higher education have gone into the high schools to work with freshmen, sophomores, and juniors as well as the seniors on college guidance. During the current year, the effort has been expanded into the junior high schools, and night meetings with

parents have enjoyed a rather spotty success. Much work remains to be done. One of the real problems is still the general lack of mutual understanding among the interested groups, but this is a dying problem. The Oregon State System of Higher Education is increasing its admissions requirements effective the fall term of 1958. The plan was worked out by a committee from higher education, but submitted to representatives of the Secondary Principal's Association, the School Administrators' Association, and the State Department of Education in advance of its acceptance. Had these groups objected to the plan, it would have been revised.

Illustrations of cooperative activity such as the Oregon experiment could be found in many places. If all levels of education could be brought to recognize the possibilities inherent in working together, much of the potential friction which may be created by increasingly stringent levels of college admissions requirements might be avoided. Unless such cooperative and integrated articulation between secondary and higher education is achieved, public faith in America's educational system, already badly shaken, will be further reduced. The springs of financial support and the independence of educational planning will be threatened.

Summary of the presentation made by CLYDE VROMAN

IN CONSIDERING this brief statement on trends in college admission policies, the reader should remember that over two thirds of the college enrollment of our country is centered in about 250 of our 1800 or so colleges and universities and that most of the current changes in admission policies are occurring mainly in the minority of institutions where pressures for admission are building up. Current developments in admission policies appear to be due (1) to the relatively abundant supply of new students available to status institutions, (2) to the desire among college faculties to improve the quality, characteristics, and seriousness of purpose of their student bodies, and (3) to the current feeling that more emphasis should be placed on academic subjects and intellectual learning.

The generalizations which follow are broadly applicable to developments in college admission policies. However, we must remember that students pass as individuals between secondary schools and colleges, and that any given trend may not affect certain students or certain colleges. Nevertheless, the developments now appearing are firm enough to be the best evidence available of the probable direction college admissions may take in the next few years. Each secondary school and college should be devoting serious thought to the position it will take on these trends

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and related issues in college admission policies. No attempt is made in this paper to evaluate these developments.

Qualitative standards definitely are being raised through such devices as raising the minimum required rank in class, minimum high-school grade averages, "satisfactory" test scores, fewer borderline admissions, and less tolerance for the student who has not worked up to ability.

Tests and entrance examinations are being used increasingly. Additional colleges and some states are requiring the College Board examinations. Others are making increased use of the Board examinations or other tests for college scholarships, admissions, and counseling. There is a strong feeling in some areas that we should begin to place more emphasis on the nonintellectual factors of motivation, interest, and personality in college admissions.

Academic courses are receiving more emphasis in admission policies. Although the number of institutions which have announced increased requirements is relatively very small, the changes have been strongly in the direction of more emphasis on breadth and depth of academic courses, especially in mathematics, sciences, and languages.

Remedial courses are being reduced or eliminated in some colleges. Efforts are being made to define the preparation needed for success in freshman courses and to admit only freshmen who have this preparation.

Superior and talented students are receiving considerable attention. There is a strong trend toward identification and guidance of these students. Many colleges offer their freshmen advanced placement and/or college credit for demonstrated achievement. Superior freshmen are being placed in honors programs or advanced courses, with major emphasis on giving these students challenging and rewarding educational experiences.

Scholarships are increasingly available for outstanding students. There is actually an intense competition among certain name colleges for the really superior students. There is an increased tendency to combine the admission and scholarship processes in order to procure the desired types and numbers of freshmen.

Admission procedures are changing. The trends include earlier applications to college, earlier closing dates, application fees, and deposits to hold places in freshman classes. Many colleges, particularly private institutions, are emphasizing geographic spread of students. Some state-supported universities are raising the requirements for admission of out-of-state students.

Guidance and counseling is being recognized as the basic function and process in college admissions. The trend is away from rigid systematized procedures. Colleges are recognizing the importance of understanding and cooperation with secondary schools. If we can implement this spirit of cooperation in time, we may avoid a period of great difficulty and hardship for college-bound youth.