

AN ANALYSIS OF THE EFFECTS OF THE  
MICHIGAN SECONDARY SCHOOL-COLLEGE  
AGREEMENT UPON FOUR-YEAR MICHIGAN  
COLLEGE ADMISSION OFFICES FROM  
1946-1959

Thesis for the Degree of Ed. D.  
MICHIGAN STATE UNIVERSITY  
Melvin Clarence Buschman  
1960

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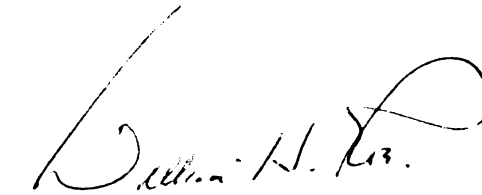
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Melvin Clarence Buschman

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MICHIGAN COLLEGE ADMISSION

Melvin Clarence Buschman

Submitted to the School for Advanced Graduate Studies of  
Michigan State University of Agriculture and  
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the requirements for the degree of

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Approved



### Introduction

There has been intense interest shown throughout the United States in the problem of accreditation for secondary schools and colleges; the major problem was that of qualification of secondary school graduates for admission to college. Usually universities themselves have policies that govern the admission of new students. In Michigan there exists a policy of admission known as the Michigan Secondary School-College Agreement. This agreement between high schools and colleges is as follows:

The college agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This Agreement does not imply that the students must be admitted to certain college courses or curricula for which they cannot give evidence of adequate preparation.

### Statement of the Problem

The aim of this study was to determine what the effects of the Agreement have been on admissions in the Michigan four-year colleges and universities. It was hypothesized that:

1. The Agreement has had no effect on the college's admission policies and other institutional policies, and
2. A selection of college instructors have not heard of, nor understood the purpose of the Agreement.

### Procedure

To determine these effects, admission officials at the colleges and universities were interviewed. A predetermined set of questions was utilized in the interviews. A questionnaire was sent to a random sample of faculty members of each institution to determine their understanding of the College Agreement. One hundred per cent of the twenty-nine colleges were interviewed and 72.3 per cent return was obtained on the faculty questionnaire.

### Findings

Of the admissions officers, 79.3 per cent said the Agreement had no effect on their admissions policies. Clearly supporting the first hypothesis.

Of the faculty, 93.0 per cent indicated that there had been no discussion of the Agreement at faculty meetings, and 94.0 per cent that they had never been consulted about the Agreement. It seems evident that in these cases institutional policies were not affected.

### Conclusions

The function of the Agreement, as originally established, is no longer applicable to the colleges. They continue to function very much as they did prior to the advent of the Agreement.

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The amount of faculty involvement in Admission policy decisions was negligible. The faculty was generally disinterested in becoming involved in these matters, feeling that it was primarily an administrative function.

The general feeling pervading the interviews was that many good things had been accomplished by the Agreement. By far the largest percentage of these things happened to the secondary schools.

### Implications

Further research is indicated to establish in what ways the high school-college admissions relationships can be improved. Since the Agreement failed to accomplish its stated objectives regarding the college admissions procedures, it is quite proper to suggest something different.

There appear to be three alternatives to be followed:

1. Abandon the Agreement. This would mean that all features of the Agreement would cease, including those that were considered valuable by most of the college admissions officers.

2. Revise the Agreement. Twelve college admissions officers wanted a revision of the Agreement. Their suggestions ranged from a minor title change to total revision.

3. Abandon the Agreement and substitute in its place a totally new plan to assist both secondary schools and

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college admissions officers. This suggested plan would be one of devising a state-wide testing program as the basis for admission. This program should be worked out cooperatively between representatives of secondary schools, officials of the colleges, and the Department of Public Instruction.

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## CHAPTER I

### INTRODUCTION

There has been intense interest shown throughout the United States in the problem of accreditation for secondary schools and colleges; the major problem was that of qualification of secondary school graduates for admission to college.

The history of college admissions in America began with the entrance requirements and admission at Harvard College during the seventeenth century. Each prospective student was examined in the use of classical Latin, and in the syntax of the Greek tongue. Careful check of the individual's character was also made. Little change occurred in this policy until the latter part of the nineteenth century. No general procedure or standard for admission to college had evolved at this time. In 1895 accreditation of secondary schools was initiated primarily because colleges could no longer check on the preparation of their applicants and they felt it was necessary to find a means of standardizing the preparation and of choosing only those students who were most likely to succeed in college. This provided a situation whereby colleges and secondary schools could cooperatively arrive at standards.<sup>1</sup>

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<sup>1</sup>Walter S. Monore, Encyclopedia of Educational Research (2d ed. rev.; New York: The Macmillan Company, 1950), p. 262.

In 1899 the Committee on College Entrance Requirements of the National Education Association agreed that it should carry out "an investigation of the best methods of admission to college."

The University of Michigan was the first agency in the United States to establish a plan for accrediting secondary schools as the basis for admission of students to the university. The Indiana State Department of Public Instruction became the first state department of education to develop an accrediting plan for its public high schools.<sup>2</sup>

By 1909 the Carnegie unit had been defined and adopted. Through this period of development, 1886 to 1921, various accrediting agencies were organized to secure united action toward uniform entrance requirements. The College Entrance Examination Board was authorized around 1900, The Middle States Association in 1921, and The Southern Association in 1930. As various patterns of college entrance requirements developed, there was a slow shift from almost absolute prescription to a policy of considerable freedom of elections. However, most institutions standardized their specific requirements for freshman admission: 15 Carnegie units-- English 3, Mathematics 2, Social Studies 2, Science 2, and Foreign Language 2.

The National Association of Secondary School Principals' bulletin currently carries suggestions for improving secondary

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<sup>2</sup>Calvin O. Davis, A History of the North Central Association, North Central Association of Colleges and Secondary Schools, 1925, p. 286.

education, such as desirable standards, policies, and practices that have developed, and continue to develop, through the use of modern evaluation techniques. It is generally admitted that the present traditional standards for secondary school preparation have not been scientifically tested by the Association, and that they are largely the outgrowths of the first standards adopted by the North Central Association in 1902.<sup>3</sup>

Usually universities themselves have policies that govern the admission of new students. In Michigan there exists a policy of admission known as the Michigan Secondary-School-College Agreement. The Agreement<sup>4</sup> between high schools and colleges is as follows:

The college agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This agreement does not imply that the students must be admitted to certain college courses or curricula for which they cannot give evidence of adequate preparation.<sup>5</sup>

There appeared to be a definite need for the secondary schools to find a way, or method of operation, that would

<sup>3</sup>Ibid., p. 17.

<sup>4</sup>Hereafter in this paper the Michigan Secondary School-College Agreement will be referred to as the Agreement.

<sup>5</sup>Michigan Secondary School-College Agreement Committee, Digests of 1955 Reports. A report prepared by Clair L. Taylor, Superintendent of Public Instruction, Lansing, Michigan, 1956, p. 3.



permit them the freedom to develop a program for all students in the community without endangering the chances of the college bound students being admitted to college. Thus the Agreement was developed.

Michigan four-year colleges have been members of the Michigan Secondary School-College Agreement since its inception late in 1946. Thus the basis for this research project began on November 7, 1946, when the Michigan Secondary School-College Agreement was approved unanimously by the Michigan College Association at Ann Arbor, Michigan, and by the Michigan Secondary School Association in December, 1946.

#### Importance of the Study

Up to the present the fate of the College Agreement has been guided primarily by opinion. The people in contact with the Agreement were expressing their ideas and feelings on the subject. These ideas and feelings were based upon their experience with the Agreement, and not upon scientific data. Some were suggesting that it be dropped. Others were saying it should be continued, others that it should be revitalized. The plan of this research will be to gather facts on this subject so that informed decisions can be made on the basis of an organized body of data rather than opinions and casual observations.

The Agreement has been in effect for thirteen years and no real evaluation, from the viewpoint of college admissions, has been made. Therefore, an evaluation of the

college's side of the Agreement was needed to give sound basis for decisions about the continuance, change or discontinuance of the program. It is important to ascertain the kinds and number of adjustments made by the colleges in fulfilling their part of the Agreement.

If administrators of higher education were to make new policies or determine the directions of needed changes in the Agreement, they would need the findings of this study. College administrators in Michigan, as well as in other states, who accept students from Michigan high schools have concerns about admissions procedures. Therefore, they need objective data to facilitate their decisions on this subject.

The high schools of Michigan have greater concerns about college admissions, and have a real need to be currently informed on the subject of preparation of high school students for admission to college. Information from this study would prove helpful in making some of the decisions the high schools need to make regarding their role in the preparation of these students.

If the colleges and universities of Michigan have changed their admission policies, what obligations does this impose upon the high schools? It is known that even though the colleges try not to interfere with the high schools, it is inevitable that a certain amount of policy changes have serious effects upon them. Therefore, if the Michigan Secondary School-College Agreement did institute certain basic changes, it would be helpful to determine these changes.

Several outstanding research projects have been conducted leading up to this project. All of them pointing the way to new research. The Eight Year Study led to the Michigan Curriculum Study and then to the College Agreement. It is at this point we now stand ready to investigate the "effects of the College Agreement upon admissions in Michigan four-year colleges."

#### Statement of the Problem

The aim of this study is to determine what the effects of the Agreement have been on admissions in the signatory Michigan four-year colleges and universities.

#### The Hypotheses

1. The Agreement has had no effect on the college's admission policies, and other institutional policies.
2. A selection of college instructors have not heard of, nor understood the purpose of the Agreement.

To determine these effects, admission officials at the colleges and universities were interviewed. A predetermined set of questions was utilized in the interviews with the chief admissions officer at each institution. These interviews were conducted on each of the Michigan campuses. Questions and answers were recorded on magnetic tapes. A request to record the conversation was included in the appointment requests. A copy of each institutions faculty directory was secured and used in sending a questionnaire

to a random sample of faculty members to determine how much they knew about the College Agreement. When the interviews were completed and the questionnaires returned, this data was coded. An appropriate coding system was devised and the Chi Square Test was applied to the coded responses. A personal letter was sent to a sample of those faculty members failing to return the questionnaire.<sup>6</sup>

### Limitations

Several limitations became apparent when viewing this type of study. One limitation was that only four-year colleges were included in the study; nursing schools and junior college policies differed from four-year colleges and therefore were excluded.

Another limitation was the method of collecting data. Using a tape recorder and a set of questions had its difficulties. Kahn and Cannell have said:

Most of us, if confronted with a record of some of the . . . dialogues in which we take part, would undoubtedly discover discrepancies between what we thought was happening and what was actually happening . . . even where the dialogue takes the deliberate form of an information-gathering interview, with the parties to it presumably bent upon a common purpose, the difficulties of communication persists. One consequence of our sophistication about communications is that we have developed ways and habits of reacting to each other that are not intended to simplify or facilitate the process. They are designed, in a large part, to help us protect ourselves against putting ourselves in an unfavorable light. They are man's methods of defending himself against the possibility of being made to look ridiculous

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<sup>6</sup>Chapter III goes into more detail.

or inadequate. We recognize that communications from another person may be an attempt to force or beguile us in a direction in which we may not wish to go. The general result of this defensiveness is to mar communications with omissions and inaccuracies. Through long experience in being communicated with, we learn to anticipate what is going to be said, and therefore not listen well. Thus, we may respond not to what is being said, but to our own thoughts. A person to whom a communication is addressed is very likely to spend some of his attention and energy on trying to evaluate it in terms of the possible motives of the sender or to its adaptability to his own needs, or including his need to make a certain impression.<sup>7</sup>

The tendency to make evaluations is much more likely in situations where feelings and emotions are deeply involved as they were in many of the interviews of this study. Kahn and Cannell state that the:

Evaluative behavior on the part of the interviewer can be predicted either to inhibit communication by the respondent or to create forces toward inaccurate or distorted communication. Thus, if the respondent perceived the interviewer to be approving of an attitude he has expressed, it can be predicted that the respondent will be motivated to repeat or over emphasize that attitude, and to avoid expressing feelings that might be in conflict with it. To resolve this problem the interview must be a process in which the forces to distort or withhold communication have been eliminated or reduced as much as possible. To the extent that the interviewer fails to obtain full communication of the relevant items, the interview content becomes biased and the conclusions inaccurate. It is a common observation that an electronic recording of an interview is characterized by incomplete sentences, thoughts begun but not finished, and the like.<sup>8</sup>

A final limitation was that the interview usually involved only one person, and in some instances this person may not

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<sup>7</sup>Robert L. Kahn and Charles F. Cannell, The Dynamic of Interviewing (New York: John Wiley and Sons, Inc., 1957), p. 5.

<sup>8</sup>Ibid., p. 8.

have adequately represented the opinions of the entire institution.

The other method employed in collecting data for this study was a questionnaire. Limitations of this instrument are: the check-list form of questionnaire is particularly dependent upon the list for suggestiveness and for a classification of the responses, so that the respondent is not so likely to write in additional items. In fact, items which he might intend to record, if there were no categories at all, may be omitted when a list that does not contain them is given him, either because he deems the given list to be inclusive of all that is desired, or because he assumes a mind-set of dependence on the list. One must not overlook the importance of selecting carefully the group to whom the questionnaire is sent. This selection involves a good reason for believing that the people receiving the questionnaire will be in a position to give the information desired; and, where all the members of any group do not receive questionnaires, the selection involves sampling problems.<sup>9</sup>

Parten states:

The appearance of the questionnaire is much more important in the mail survey than in the interview, since the impression gained from a hasty glance at the form may determine whether or not an attempt will be made to answer it. Practically all surveyors who have used the mail technique recommend enclosing a self-addressed stamped envelope with the questionnaire blank. The returns from mail questionnaires are usually quite

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<sup>9</sup>Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1941), pp. 339-342.

small, it is possible to increase the proportion of returns by using a follow-up as a reminder letter.<sup>10</sup>

The questionnaire is a useful, but overworked and abused device for securing educational data.<sup>11</sup> Many single questions reflect biased selections of subject matter. Question content sometimes carries a bias simply in terms of the timing of the question. Example: If a community has just experienced a race riot, questions on ending discrimination will give loaded results. Seasonal influences likewise may seriously bias answers to questions.

Every effort was made to overcome the limitations. The type of information gathered by the questionnaire in this research was not too prone to prejudice because of the simple yes or no nature of the questions.

### Definitions of Terms

The following list of terms or definitions are used throughout this study. Therefore, a short explanation of their meaning is included to make the reading of this report more understandable.

Admission: acceptance of an applicant for enrollment in a school or other educational institution.

Admission Policy: the school policy that controls the standards for admission into school.

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<sup>10</sup>Mildred Parten, Surveys, Polls, and Samples (New York: Harper Brothers, 1950), p. 388.

<sup>11</sup>Good, Barr, and Scates, op. cit., p. 228.

Admission Requirements: specification of the educational and other experiences required of new students for admission to college; usually stated in terms of pattern and amount of credits, scores on standardized psychological and achievement examinations, age, and sometimes length of residence.

Chi Square: ( $X^2$ ) the sum of the quotient's obtained by dividing the square of each difference between an actual and a theoretical frequency.

Classification Test: the process of grouping statistical data into mutually exclusive categories or classes, on the basis of attributes or magnitudes.

Interview: a consultation or face to face meeting.

Policy: a judgment, derived from some system of values and some assessment of situational factors, operating as a general plan for guiding decisions regarding the means of obtaining desired objectives.

Questionnaire: a list of planned, written questions, related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply.

Random Numbers: digits, so arranged that any number has an equal chance of being chosen; in practice read in any predetermined order from a table of random numbers.

Respondent: any recipient of a questionnaire who actually replies to the questionnaire.

Selective Admission: admission of applicants to an educational institution by selection on the basis of legal residence or of predictive measures, or other criteria of scholastic aptitude, personal fitness, and probable future success.

Significance: the property of having low probability of occurrence on the basis of change alone, thereby likely occasioned by factors other than change.

All of the above terms or definitions were taken from the same source.<sup>12</sup>

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<sup>12</sup>Carter V. Good, Dictionary of Education (New York and London: McGraw-Hill Book Company, Inc., 1945), pp. 1-457.



Public Institution: a college or university that is state supported.

Private Institution: a college or university that is non-state supported.

### Summary

An attempt was made in the study that follows to clearly outline the effects the Michigan Secondary School-College Agreement policy has had on college admission and procedural policies and to determine the feeling and opinion of college admissions officials regarding the value and usefulness of the Agreement from the higher education point of view.

CHAPTER II

HISTORICAL REVIEW OF RESEARCH AND EVENTS  
LEADING TO THE MICHIGAN SECONDARY  
SCHOOL AGREEMENT

Background for the Study

Around the turn of the century the general organization of American education was frequently characterized as an "Educational Ladder" consisting of the elementary school (8 years), the high school (4 years), and the college (4 years). The developing graduate school was an upward extension of the "ladder." Implicit in this characterization was the thesis that a child entering the first grade had the opportunity to climb the successive rungs of the "ladder," successful experience at any grade level being adequate preparation to the next level. Obviously the realization of this opportunity is dependent upon effective articulation of the divisions of the educational system.

Reeves and Russell<sup>1</sup> indicated a two-fold purpose of the admission function or the transcendence from one rung of the ladder to another. First, a sound procedure of

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<sup>1</sup>F. W. Reeves and J. D. Russell, College Organization and Administration (Indianapolis: Board of Education, Disciples of Christ, 1929), p. 107.

admissions protects the institution. Acceptance of new students with low standards of preparation can crowd institutions with matriculants, thus increasing the percentage of inferior students. This leads to attenuation of course work. Secondly, an admission policy protects the student. To refuse admission to an unpromising student prevents uneconomic use of his finances, loss of his time and effort, and the disappointment attendant upon scholastic failure.

State supported colleges and universities have deviated somewhat from the strict pattern of criteria for admission.

Thurston and Roe state:

One of the most encouraging results of the censorious look at accreditation and the resultant educator and citizen involvement was the movement which it triggered whereby the people of the nation began taking a penetrating look at the instructional programs of elementary and secondary schools. Educators were shaken from their complacency in regard to real benefits derived from traditional subjects of the schools. They began to realize that there is no guarantee a certain school procedure will result in specific behavior years later.

The search to know more about the effect of schooling upon youth stimulated a series of promising evaluation practices throughout the nation such as: The dropout study, the follow-up study, the opinion survey, testing program, opinion polls and check-lists, records of appraisal, and anecdotal records. But most of all it stimulated the action research movement whereby the university research specialist teamed with the teacher and administrator at the local level in a study of the school curriculum.<sup>2</sup>

Thus, here and there throughout the nation, educators, particularly secondary educators, began to raise questions

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<sup>1</sup>Lee M. Thurston and William H. Roe, State School Administration (New York: Harper and Brothers, Publishers, 1957), pp. 313-314.

about the strict college admissions procedures and their effect on secondary education. Some advocated the admission of students to college on the basis of ability to do college work, rather than on amount or nature of secondary school credits.

The Eight-Year Study<sup>3</sup> was the first intensive research investigation that tended to change the character of college admissions procedures. It was launched in April, 1930, when two hundred men and women assembled in the capitol at Washington, D. C., to consider ways by which secondary schools of the United States might better serve all of our young people. The nature of this study was to find out if it were possible for students to succeed in college if they did not follow the prescribed courses of foreign language, mathematics, science, and history.

A part of the Eight-Year Study was a project of five years of free experimentation in a limited number of selected schools which was formulated and presented to the colleges and was by most of them generously and openmindedly approved. The new problem included the crystalization of somewhat vague general aims into definite objectives for particular programs and specific work units.

Most high schools were unwilling to depart from the conventional curriculum because of risking the students'

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<sup>3</sup>Wilford M. Aiken, The Story of the Eight-Year Study, Volume I (New Hork and London: Harper Brothers, 1942), pp. 1-3.

chances of being admitted to college. As a result of the meeting, the Commission on the Relation of Schools and Colleges was established. After a year's study, the Commission issued a statement setting forth some areas which needed exploration and improvement by our schools.

1. Secondary education in the United States did not have clear-cut, definite, central purposes.
2. Schools failed to give students a sincere appreciation of their heritage as American citizens.
3. Our secondary schools did not prepare adequately for responsibilities of community life.
4. The high school seldom challenged the student of first rate ability to work up to the level of his intellectual powers.
5. Schools neither knew their students well nor guided them wisely.
6. Schools failed to create conditions necessary for effective learning.
7. The Commission was conscious also of the fact that the creative energies of students were seldom released and developed.
8. The conventional high school curriculum was far removed from real concerns of youth.
9. The traditional subjects of curriculum had lost much of their vitality and significance.
10. Most high school graduates were not competent in the use of the English language.
11. The Commission found little evidence of unity in work of the typical high school.
12. Absence of unity in work of secondary school was almost matched by lack of continuity.
13. Complacency characterized high schools generally ten years ago.
14. Teachers were not well equipped for their responsibilities.
15. The Commission found only occasional principals who conceived of their work in terms of democratic leadership.
16. Principals and teachers labored earnestly, often sacrificially, but usually without any comprehensive evaluation of the results of their work.
17. The high school diploma meant only that the student had done whatever was necessary to accumulate the required number of units.
18. Finally, the relation of school and college was unsatisfactory to both institutions.<sup>4</sup>

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<sup>4</sup>Ibid., p. 4-10.

The Commission was charged with answering the following questions:

1. Is the traditional college entrance program the only safe and sound plan of preparation for colleges? Or can boys and girls be equally well or better prepared for college through a considerable variety of widely different programs, devised by competent secondary school teachers with their eyes focused on the conditions and demands of modern life and the individual capacities and interests of particular students?
2. Would students coming up through such a heterogeneous system be able to hold their own in a major college, or would they be doomed to failure?<sup>5</sup>

In 1932 a number of leading colleges and universities agreed to a proposal of the Commission on the Relation of School and College of the Progressive Education Association to participate in a bold experiment. The colleges agreed to accept students from a group of thirty selected secondary schools without entrance examination and without the usual pattern of required courses. The only requirements for admission were to be the recommendations of the principal, a complete record of the student's academic and extra class activities, and his scores on scholastic aptitude and achievement tests given during the secondary school course.<sup>6</sup>

The Progressive Education Association was concerned with better ways of setting up the secondary school curriculum.

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<sup>5</sup>Ibid.

<sup>6</sup>Dean Chamberlain, et al., Did They Succeed in College (New York: Harper and Brothers, 1942), p. 291.

Freed from the traditional college entrance requirements, schools would then be able to build the type of curriculum they believed to be best. The hypothesis of the Commission on the Relation of School and College was that there are other ways of successfully preparing youth for college.<sup>7</sup>

The thirty schools chosen to cooperate in the study represented various size public and private schools selected from different sections of the United States. These schools were eager to inaugurate exploratory studies and changes which could not be undertaken without the freedom granted by colleges.<sup>8</sup>

The curriculum patterns, in no sense standardized or similar, were developed to provide the type of courses and experience each school felt would best meet the educational needs of its students. Some introduced new courses, some combined existing courses, and others modified teaching-learning procedures within existing courses. Some schools set up a core curriculum, while others emphasized the problems approach in more conventional courses. Some programs utilized broad field organization, and others introduced fused courses.<sup>9</sup>

The programs of the thirty schools, although of widely differing patterns, did have something basic in common.

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<sup>7</sup>Ibid., p. xix.

<sup>8</sup>Aiken, op. cit., p. 13.

<sup>9</sup>Chamberlain, op. cit., p. 77.

They emphasized democratic procedures, the problem-solving approach to learning, teacher-pupil planning, and laboratory-type learning experiences. They were also uninhibited by the usual restrictions of course unit requirements found in conventional secondary school programs.<sup>10</sup>

For a basis of comparison, each graduate of the thirty schools was matched, with utmost care, with another student in the same school not participating in the study, and had met the usual entrance requirements. They were matched on the basis of sex, age, race, scholastic aptitude scores, home and community background, interests, and probable future.<sup>11</sup>

In the comparison, 1,475 matched pairs were selected, making up an experimental group and a control group. The follow-up study revealed that "the graduates of the thirty schools, as a group, did a somewhat better job than the comparison group whether success is judged by college standards, by students contemporaries, or by individual students."<sup>12</sup>

The following characteristics of the experimental students or graduates of the thirty schools were revealed:

1. They earned a slightly higher grade point average in all subjects except the foreign languages. They

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<sup>10</sup>Ibid., p. 78.

<sup>11</sup>Aiken, op. cit., p. 109.

<sup>12</sup>Ibid., p. 112.



- received slightly more academic honors, and a higher percentage of non-academic honors.
2. They were more often judged to possess intellectual curiosity and drive, and to be precise, systematic, and objective in their thinking. They were also more often judged to demonstrate a high degree of resourcefulness in meeting new situations.
  3. They did not differ from the comparison group in number of times on probation, in ability to plan their time wisely, or in the quality of adjustment to their contemporaries.
  4. They participated more frequently and more often enjoyed appreciative experiences in the arts, and participated more in all organized student activities, except those of a religious or service nature.
  5. They were more often judged to have developed clear ideas about the meaning of education, a better orientation towards the choice of a vocation, and a more active concern for what was going on in the world.<sup>13</sup>

A further investigation was made to discover whether this creditable showing might be due to the graduates who had not departed greatly from traditional patterns and ways of college preparation. Comments of the College Follow-Up Staff were as follows:

. . . the colleges got from these most experimental schools a higher proportion of sound, effective college material than they did from more conventional schools in similar environments. If colleges want students of sound scholarship with vital interests, students who have developed effective and objective habits of thinking and who yet maintain a healthy orientation toward their fellow, then they will encourage the already obvious trend away from restrictions which tend to inhibit departures or deviations from the conventional curriculum patterns.<sup>14</sup>

As an additional feature of the study, a special analysis was made of the graduates of the six schools that departed

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<sup>13</sup>Chamberlain, op. cit., pp. 207-208.

<sup>14</sup>Aiken, op. cit., p. 113.

most from tradition with the graduate of the six that departed least. The graduates of the most experimental schools showed a marked superiority over those from the least experimental schools, the difference being even greater than that existing between the graduates of the total thirty schools and those of the conventional high schools.<sup>15</sup>

Some implications of the study were:

1. Principals and teachers must be willing and able to reconsider and call in question everything they have been taking for granted. The purposes of the school, its practices, its organization, its curriculum should be subjected to the most careful scrutiny.
2. Change should not be made hastily or piece-meal.
3. Deliberation preparatory to reconstruction should involve every teacher.
4. Participation by parents is essential.
5. Students have important contributions to make to curriculum building.
6. No school or teacher is fully ready for constructive change until plans for appraising results are carefully formulated.
7. The school which undertakes thorough-going remaking of itself is in for the most difficult and, at the same time, the most thrilling and profitable experience in its history.<sup>16</sup>

The second study which affected the creation of the Agreement was the Michigan Study of the Secondary School Curriculum.<sup>17</sup> This study did not make recommendations, but rather gave structure to the Agreement.

<sup>15</sup>Ibid., p. 114.

<sup>16</sup>Wilford M. Aiken, "Some Implications of the Eight-Year Study for All High Schools and Colleges," The North Central Association Quarterly, XVII (January, 1943), 279-280.

<sup>17</sup>Theodore D. Rice and Roland C. Faunce, The Michigan Secondary Study (Lansing, Michigan: State Board of Education, 1945), p. 16.

The Michigan Study began with the recognition that current high school programs were not keeping pace with the dynamic social and economic demands of the culture. It was felt necessary to study the secondary school curriculum in order to find ways of dealing with these new problems. An additional complication was that secondary school programs had not met adequately the needs of the students, and colleges would not admit graduates if major program revisions or changes were made.

The purpose of the Curriculum Study was to help co-operating secondary schools to discover, develop, and appraise modifications of new educational programs.

A real limitation to realization of this purpose was that existing college entrance requirements prevent such exploration of new programs. Therefore, it was necessary to find some means of freeing the cooperating schools from these limitations.

Several conferences were held with the college committee and a statement of policy concerning admission of graduates of the cooperating schools to the colleges of Michigan was developed. The policy reads as follows:<sup>18</sup>

(Name of Institution) agrees to admit graduates of schools included in the Michigan Study of the Secondary School Curriculum in terms of its adopted standards of admission but without reference to the pattern of subjects they have pursued, provided they are recommended

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<sup>18</sup> J. Cecil Parker, Wilmer Menge, and Theodore D. Rice, The First Five Years of the Michigan Study of the Secondary School Curriculum 1937-1942 (Lansing: Michigan Study of the Secondary School Curriculum, State Board of Education, 1942), pp. 16-31.

by the school from among the more able students in the graduating class. It is our understanding that this agreement includes graduates of the schools in the years 1940-1950.

The following colleges have agreed, without reservation to admit graduates of schools included in the Curriculum Study.

Adrian	Hope
Albion	Kalamazoo
Alma	Marygrove
Calvin	Michigan State Normal College
Central State Teachers College	Nazareth
Detroit Institute of Technology	Northern State
Emmanuel Missionary College	Olivet
Ferris Institute	Siena Heights
Hillsdale	University of Detroit
	Wayne
	Suomi College

Colleges that have agreed to the policy with reservation:

Michigan State University, reservation: We have to make the exception that students entering technical curricula must meet specific group requirements.

University of Michigan, reservation: The College of Literature, Science and Arts agrees to admit graduates of schools included in the Michigan Study of Secondary School Curriculum in terms of its adopted standards of admissions, but without references to the pattern of subjects which the students have pursued, provided they are recommended by the school from among the more able students in the graduating class. It is expected that the principals will bear in mind when making recommendations that if students plan to pursue specialized courses in this college or desire for professional curricula, the specific preparatory requirements for such courses may have reasonable assurance of success. It is also to be understood that such graduates will be admitted during the early portion of this period that they have as adequately prepared to do work on the college level as the students who are admitted from other schools of the state and country.

Western Michigan University, reservation: In certain cases of pre-professional students who later plan to enroll in special technical or professional colleges it may be necessary to insist on certain college preparatory subjects.

The aim of the Curriculum Study regarding education was to point out that the schools exist to aid students in the maximum development of their own potentialities within a democratic society and to contribute to the improvement of social and human welfare.<sup>19</sup>

The Directing Committee and staff of the Curriculum Study held the following principles regarding the nature of the curriculum: The curriculum consisted of real, basic experiences of living; such experiences were found in life today; appropriate experiences cannot be selected except through consideration of the group at hand, and experiences required critical interpretation by the individual and the group.

The Curriculum Study was planned for a period of twelve years, divided roughly into four parts. The first period of one year was a period of refining and maturing plans and reviewing potential contributions from previous and current studies. The second period of four years consisted largely of the experimental exploration and evaluation of promising modifications in the secondary program. The third period of four years was to be one of continuing the exploration and evaluation and the extension of plans and ideas in a large number of schools. The fourth period of three years was planned to be one of summarization and

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<sup>19</sup> Rice and Faunce, op. cit., p. 6.

extension of effective practices in secondary education throughout the state.<sup>20</sup>

Rice states that:

A follow-up study of selected high school graduates revealed that the participating schools were not generally using the Curriculum Study Agreement as a basis for liberalizing their actual graduation requirements, but rather as a means of permitting students who have not met those requirements to enter college.

There is a necessity on the part of the high schools and colleges to move toward the accumulation of qualitative data regarding graduates who enter higher education institutions. This is particularly true if policies regarding college entrance are liberalized to permit admission to higher institutions on the basis of the recommendation of the principal and his staff.

The youth of secondary school age should have work experience as a concomitant of general or vocational education. Secondary Schools should build toward the inclusion of free 13th and 14th grades to facilitate vocational and pre-professional training and to provide continued general education.

Specific vocational and college prep courses should be postponed to the 11th, 12th, 13th, and 14th grades in order to be placed as near as possible to the functions for which they are preparatory.

Admission to college should be based upon the recommendation of the high school staff and not simply upon the course patterns followed. Systematic follow-up procedures should be carried on by high schools and colleges. The process of teacher-pupil planning should be increasingly characterized procedures in high school classes.

The guidance function should be built into general education; teachers should recognize its importance and become skillful in its techniques; the schedules should facilitate it; adequate records should be developed and used; and the teaching process itself should be built upon the child growth and development thesis.<sup>21</sup>

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<sup>20</sup>Parker, op. cit., pp. 16-17.

<sup>21</sup>Rice and Faunce, op. cit., p. 6.

The data collected in this follow-up study indicated one thing clearly; that college admissions policies were in need of some adjustment.

In order to further explore adjustments in admissions policies, a college agreement committee was created and made representative. The committee was composed of four representatives of the Michigan College Association, three from the Michigan Secondary School Association, one from the Michigan Association of School Administrators, and one from the staff of the Superintendent of Public Instruction.

The signatory colleges enrolled more than four-fifths of the college students and the signatory high schools enrolled more than one-fifth of the high school pupils.

The College Agreement was a form of treaty under the terms of which the signatory secondary school enjoyed an enlarged sphere of freedom in the education of its pupils, and the signatory college emancipated itself from an arbitrary rule in the admission of its students.<sup>22</sup>

Michigan high schools had a freer hand than in the past in following various curriculum paths which they believed led to better schools.<sup>23</sup>

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<sup>22</sup>Lee M. Thurston, "The Michigan College Agreement," School and Society, Vol. 67 (May 22, 1948), 387.

<sup>23</sup>W. N. Atkinson, "Michigan College Agreement," School and Society, Vols. 65-66 (February 22, 1947), 144.

Out of this committee was formed the Michigan Secondary School-College Agreement,<sup>24</sup> which is stated as follows:

#### MICHIGAN SECONDARY SCHOOL-COLLEGE AGREEMENT

Approved unanimously by the Michigan College Association at Ann Arbor, November 7, 1946 and by the Michigan Secondary School Association in December, 1946.

1. It is proposed that this Agreement be extended to include any accredited high school whose staff will make the commitments noted below in Section Two. The Agreement is as follows:

"The college agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This agreement does not imply that students must be admitted to certain college courses or curricula for which they cannot give evidence of adequate preparation."

Secondary schools are urged to make available such basic courses as provide a necessary preparation for entering technical, industrial, or professional curricula. It is recommended further that colleges provide accelerated programs of preparation for specialized college curricula for those graduates who are unable to secure such preparatory training in high school.

2. High schools which seek to be governed by this agreement shall assume responsibility for and shall furnish evidence that they are initiating and continuing such procedures as the following:
  - a. A program involving the building of an adequate personal file about each student, including testing data of various kinds, anecdotal records, personality inventories, achievement samples, etc. The high school staff will assume responsibility for developing a summary of these personnel data for submission to the college.
  - b. A basic curriculum study and evaluation of the purposes and program of the secondary school.

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<sup>24</sup>Michigan Secondary School-College Agreement, op. cit., pp. 3-4.



- c. Procedures for continuous follow-up of former pupils.
  - d. A continuous program of information and orientation throughout the high school course regarding the nature and requirements of certain occupation and specialized college courses. During the senior year, to devote special emphasis to the occupation or college of the pupil's choice.
3. It is further recommended that a joint committee be established to study applications of new schools and to recommend certain of these schools to colleges for inclusion in the agreement; also to determine from time to time whether the criteria have been met in the schools on the list. This joint committee would include three representatives from the Michigan Secondary School Association, four from the Michigan College Association, and one each from the Department of Public Instruction and the Department of Superintendents of the Michigan Education Association; representatives to be appointed by the executive officer of each organization and the representatives of the Michigan College Association to represent different types of member institutions. The joint committee would be served by a part-time staff supplied from three sources: the Bureau of Cooperation of the University of Michigan, the Department of Public Instruction, and the Inservice committees of various Michigan colleges and universities.
  4. It is understood that high schools which cannot or will not make and observe the above commitments (See Section Two) will continue to employ the major and minor sequences for those students who wish to attend college.

Harold E. Telfer, in his study concerning Comparison of Curriculum Development in College Agreement and Non-Agreement Schools, found the following:<sup>25</sup>

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<sup>25</sup> Harold E. Telfer, "A Summary of the Results of a Doctoral Study Concerning Comparison of Curriculum Development in College Agreement and Non-Agreement Schools, 1947-1957," Colorado State University, March 19, 1959.

## Favorable:

1. Schools actively participating in the Agreement have improved and extended their study of curriculum needs. This has included summer study, in-service courses, curriculum workshops, pre-school and post-school conferences, in all of which more Agreement than non-Agreement schools, took active part.
2. Schools actively participating have profited from reports of the progress of other schools, which have been made available through the Agreement Committee.
3. The majority of Agreement schools have taken part in Regional Association meetings, which have dealt directly with mutual problems of the schools. Their own faculty members have taken active part in planning and carrying out these meetings. This was one subject on which most of the school people interviewed were extremely enthusiastic.
4. Agreement schools have made more use of consultants than non-Agreement schools. These consultants have come from the State Department, universities, and various special sources to work with teachers on particular needs and problems of the curriculum.
5. More Agreement than non-Agreement schools used parents and other citizens to help in planning for school needs, although neither group used these helpers to a great extent.
6. Schools actively participating have worked toward providing for needs of various students:
  - a. They have provided selected course offerings for better preparation of college-bound youth.
  - b. They have provided vocational and modified courses for students who do not plan to attend college.
  - c. They have provided special help for students with needs or problems that are different from the majority.
  - d. They have expanded and implemented guidance programs to help them determine the specific needs and abilities of various individual pupils.
7. The degree of participation of schools in the Agreement corresponded directly with the degree of development being shown:

- a. More of the Agreement schools were rated as doing outstanding work.
- b. Those of the Agreement schools which showed the greatest enthusiasm for the help given them by College Agreement membership were the leaders in making progress.
  - (1) They sent all or most of their teachers to regional meetings.
  - (2) They involved the entire faculty in study and planning.
  - (3) They made real effort to apply the results of their study in improving teaching in the classroom and in their overall guidance and leadership of pupils.
  - (4) They showed the greatest recognition of their responsibility for helping other schools.

Unfavorable:

- 1. There has not always been enough firmness in maintaining the terms of the Agreement.
  - a. While schools agreed to work toward the four areas of the Agreement, many had done little or nothing in some of the areas, and there seemed to be no effective way of assuring that these points were being carried out.
  - b. The responses of schools to the required written reports have not always carried enough specific information to show what the schools are really doing. Some schools have not even sent in reports.
- 2. Some schools have felt unwilling, or unable, to take advantage of the opportunities offered by Agreement membership.
  - a. Some have entered only for prestige, and have not felt they needed to make any improvements.
  - b. A number of large schools have felt no need for membership, because they considered themselves self-sufficient.
  - c. Some very small schools felt that their size, with resultant lack of funds, staff, and student body, made it impossible to make changes, no matter how desirable.

- d. Certain schools felt that their isolated locations made it difficult for them to take advantage of Agreement meetings or to ask outside consultants to come to them.
  - e. A very few schools declared the Agreement meetings to be of no value, and refused to take part in them.
3. There is considerable lack of information about what the Agreement means.
- a. Some administrators have not made certain that their faculty members are fully informed.
  - b. Some feel that there is a lack of communication between the schools and the colleges, or that college faculty members in general are unaware of the Agreement.

From these results, Telfer recommended the following:

- A. It would be highly desirable if representatives from the Agreement Committee, or perhaps from the various Regional Associations could make periodic visits to participating schools. Many school people expressed a desire for such visits.
- B. A more strict adherence to the requirements for membership might be achieved by establishing a reasonable time limit for putting into practice the necessary machinery for carrying out the four areas of the Agreement. Perhaps a probationary status might be given those who do not make sufficient effort to live up to the Agreement, before dropping them from membership.
- C. Regional Association meetings should be continued, with careful evaluation and improvement of the programs being carried on regularly.
- D. Perhaps a more specific report form for member schools could be introduced, which would measure accurately the progress of the schools in the definite areas of the Agreement.
- E. More information regarding consultant services might be made available to the schools.
- F. All Agreement schools should have available more specific information concerning the role and requirements of the Agreement, and all of their teachers should receive this information.

It has been shown that abilities necessary for success in college can be developed in other ways than simply by prescribing a relatively fixed curriculum pattern. It follows that strict reliance on units as a basis for admission to college cannot be considered a valid procedure. The empirical data show either that (1) sheer exposure over a specified period of time to certain courses does not guarantee the development of basic skills, or (2) that the skills supposedly developed are not essential to successful work in college.

A number of colleges have, in keeping with the facts, made revisions of their entrance requirements. Several have abandoned patterns of entrance units, and rely upon objective appraisals of all-around abilities as the primary basis for admission.

It has been suggested that the college entrance examination board prepare examinations which would be explicitly of the "power" type--this is, which would test a student's ability to deal with scholarly materials rather than largely his ability to remember certain facts. Such tests would not restrict the content of high school courses, since ability to understand, interpret, and use material could be developed with a variety of materials.

#### Summary

It has been shown in this chapter the previous research and events which led to the adoption of the Agreement. This

research began with the Eight-Year Study, followed by the Michigan Curriculum Study, and concluded with the adoption of the Agreement. This leads us to examine the Agreement in the light of its effectiveness today.

## CHAPTER III

### METHODOLOGY

The purpose of the investigation was to determine the effects of the Michigan Secondary School-College Agreement upon the admission policies of the signatory four-year colleges.

Several methods of gathering the data were considered and rejected. The personal interview and questionnaire were finally judged to be the best ways to get complete information about a general subject with two distinct populations.

Perhaps a comparison of the interview and questionnaire methods should be made at this point to clarify their functions. Although both the interview and the questionnaire place heavy reliance upon the validity of verbalized behavior, there are important differences between the two methods. In the questionnaire approach, the information one obtains is limited to the written responses of subjects to pre-arranged questions. In the interview, the investigator has a flexible opportunity to solicit information through questions; in addition, he has the opportunity both to observe the subject as he responds to questions, and to observe the total situation to which the subject is responding.<sup>1</sup>

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<sup>1</sup>Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, Part I: Basic Processes (New York: The Dryden Press, 1951), p. 155.

Explanations are not difficult to phrase for a survey type of investigation concerned with matters in which the respondent can be assumed to be not deeply involved emotionally. When this is not the case, the explanation demands more careful preparation. When the explanation of the research purpose is too complex, the situation may be distorted by making the interviewee overly conscious of the variable under investigation.<sup>2</sup>

### Interview

Usually the interview is considerably more flexible than the questionnaire. In a questionnaire, if the subject misinterprets a question or records his responses in a baffling manner, there is little that can be done to remedy the situation. In an interview there is always the possibility of rephrasing questions to make sure that they are understood or of asking further questions in order to clarify the meaning of the subject's response. Its flexibility makes the interview a far superior technique for the exploration of areas where there is little basis for knowing either what questions to ask or how to formulate them. The interviewer is in a position to observe not only what the respondent says, but also how he says it.<sup>3</sup>

The interview is the more appropriate technique for revealing information about complex, emotionally-laden

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<sup>2</sup>Ibid., p. 355.

<sup>3</sup>Ibid., p. 157.



subjects. This was particularly true of the subject of "College Agreement" for some interviews. Although both the interview and questionnaire approach are designed to create permissive situations which allow the subject to feel that he is free to express feelings or to report behavior customarily disapproved, the interview is likely to be more successful. Not only is the interview more effective than the questionnaire in producing permissive situations; it is also more versatile with respect to the atmosphere which can be created during the measuring situation.

Many college graduates have little facility for writing and, of those who do, few have the patience or motivation to write as fully as they might speak. The burden of writing or of maintaining interest is sufficiently great that it limits the number of questions which may be asked, and the fullness of the responses.<sup>4</sup>

The interviewer has a framework of questions he wants answered, but the manner in which questions are asked and their timing is left largely to his discretion. He has freedom to explore reasons and motives, to probe further in directions that were unanticipated. He wants definite types of information and part of his task is to confine the respondent to discussion of the issues about which he wants knowledge.<sup>5</sup> It was necessary to select a sample likely to

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<sup>4</sup>Ibid., p. 159.

<sup>5</sup>Ibid., p. 159.

produce the most satisfactory data relating to the problem. This was done.

### Selection of the Universe

All of the twenty-nine four-year colleges in Michigan had signed the College Agreement, and, therefore, were selected for the study. This constituted the universe. All of the admissions officers of the colleges and universities were chosen as Population A. The office in each institution that was most concerned about the Agreement was the Office of Admissions. It seemed logical that an interview with the person in charge of this office should be sought for the recorded interview.

The second part of the study concerned faculty members of the Agreement colleges and universities. Since this population was very large, it was necessary to take a sample. Hereafter this will be referred to as Sample A.

College faculty directories were obtained from each of the twenty-nine colleges, at the time of the interview, and a random sample of faculty members was selected from these institutions based upon the following formula:

Schools with 10 or fewer faculty members, a 100% sample was drawn.

Schools with 11-25 faculty members, a 50% sample was drawn.

Institutions employing 26-50 faculty members, a 25% sample was drawn.

Institutions employing over 50 faculty members, a 10% sample was drawn.

The actual name of the individual to whom the questionnaire was sent was selected in the following manner: for each faculty directory the random table was used. An eyes-closed pointing of the finger indicated the beginning random number. The first name in each directory was used as a starting point and names were counted until the random number was reached. This name was selected for the sample and removed from this process, and further counting was done until the next random number was reached, each time eliminating the name that fell on the random number so that each name in each directory had equal chance of being chosen. This process was followed until the percentage sample was reached. The resulting sample totaled 624 faculty members. From the 624 questionnaires sent out, 450 were returned.

From the list of colleges and universities that signed the Agreement, those schools having curricula of a special nature, i.e., medical, dental, law, et cetera, were eliminated prior to the drawing of the sample. This was done to put the schools on an equal basis regarding general curricula.

#### Interview of Directors of Admissions

Letters<sup>6</sup> were sent to each of the Directors of Admissions asking permission to conduct an interview. In the majority of cases this privilege was granted graciously. In eleven cases the letters were returned with refusals or

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<sup>6</sup>See Figure 11, Appendix A.

indications of great reluctance. Eventually, all twenty-nine interviews were conducted, even though some higher administrative officers were substituted for the Director of Admissions.

The questions for the interview<sup>7</sup> were so designed that the answers would provide data relating to the hypotheses.

Questions were tested by interviewing junior college admissions officers. The questions were revised and evaluated many times, until they were judged to be as reliable as conditions would permit. The questions were typed on five by seven cards and a set was typed for each of the twenty-nine colleges to be interviewed.

A schedule of interviews was arranged, and were conducted during the months of September, October, and November, 1959.

The required equipment needed to conduct the interview was a magnetic tape recorder, complete with microphone, extension cord, clear tape, and a typed set of cards containing the questions to be asked the interviewee.

Problems encountered at this point were many. Attempts were made to arrange these interviews with some emphasis on efficiency. This meant that institutions located in the same vicinity were scheduled to be visited on the same trip. Many of the persons to be interviewed were extremely busy, which made the selection of dates most difficult. A second

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<sup>7</sup>See Figure 1. For Interview Questionnaire showing complete responses see Figure 12, Appendix A.

## Figure 1. THE INTERVIEW QUESTIONS

This is a research project dealing with admissions to Michigan colleges to determine what the effects of the Michigan Secondary School-College Agreement have been on the twenty-nine signatory four-year colleges and universities.

1. Were you on the staff here at \_\_\_\_\_ at the time your institution signed the Michigan Secondary School-College Agreement?
  - a. In what capacity?
  - b. How would you summarize your admissions policy?
2. Would you say your admissions policy is any different from other Michigan colleges?
  - a. In what way does it differ?
  - b. Why?
3. Is your policy of admission more restrictive than other Michigan colleges?
  - a. What per cent do you admit from the lower 1/3 of the graduating class? (high school)
  - b. What per cent do you admit from the middle 1/3 of the graduating class? (high school)
  - c. What per cent do you admit from the upper 1/3 of the graduating class? (high school)
  - d. Do you make any exceptions?
  - e. What exceptions?
4. Have you collected data that supports this position?
  - a. Do you still collect this data?
5. Do you keep records of the College Agreement admissions separate from the other?
6. In your opinion what kind of record does the College Agreement student make generally?
 

good \_\_\_\_\_ average \_\_\_\_\_ poor \_\_\_\_\_
7. How does his record compare with the non-Agreement student?
8. Do you feel that the member high schools have modified in any way the preparation of their college bound student as a result of the College Agreement?
  - a. If yes, in what way?

Figure 1--Continued

9. Has your institution made any recommendations to high schools for modifying their preparation of students for college?
10. In your opinion do you think any changes in college teaching methods have resulted from the Agreement?
  - a. If yes, what changes?
11. Has there been any change in the degree of understanding between colleges and high schools regarding admission policies since the Agreement?
  - a. If yes, in what way?
  - b. If no, why not?
12. Have you participated in high school principal-freshmen conferences?
  - a. What is your opinion of them?
13. Has your admissions policy been changed since the beginning of the Agreement?
14. Do you feel there is any need for change in the Agreement since it has been operating for some time?
15. Do you feel that the Agreement was interpreted in essentially the same way by all Michigan college admissions officers, or have there been differences in interpretation?
  - a. What were the factors that led to different interpretation?
16. In general, what is your opinion of the Agreement at this time?
  - a. What is of value?
  - b. What is undesirable?
17. How is the admission of the marginal student (minimum or less than minimum qualified student) handled?
18. Have you met with the high schools in any of the planned Agreement meetings?
  - a. How often?
  - b. When was the latest meeting attended?
19. What suggestions would you make for changes in the Agreement?
20. Should the Agreement be continued?

problem encountered at this point was the very great reluctance of some of the administrators to have the interview recorded on tape.

Another major problem was assuring the interviewee of complete confidence and professional treatment of material gathered on tape. This assurance was made in the original letter. In many instances where initial refusals for interviews were given, further assurance was given by telephone. In the most reluctant cases, an on-the-scene discussion was required before permission was granted to tape the interview.

Twenty-seven of the twenty-nine interviews were obtained on tape. Two would not consent to have their responses recorded. Because of the inability to persuade these two representatives to permit taping, the responses were recorded in writing by the interviewer.

Several interviewees requested a list of the questions be sent to them in advance of the interview. If this were done, it was felt that the data gathered would be biased, therefore, only the subject of the research was made available to the interviewee prior to the appointment.

The questions were coded<sup>8</sup> to permit easier tabulation. A panel of judges was selected.<sup>9</sup> The judges reviewed each of the taped interviews and agreed upon objective responses

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<sup>8</sup>See Figure 13, Appendix A.

<sup>9</sup>Dr. H. Weldon Frase, Mr. Lloyd G. Ritzema, and Dr. James D. Hoffman.

to insure consistent data. Coded responses were then recorded<sup>10</sup> and statistical methods were applied.

### Questionnaire

The hypotheses did not lend themselves to satisfactory solutions using only one data gathering method. To fulfill the second requirement of the research project, it was necessary to obtain information from the faculties of the signatory four-year colleges.

It seemed important to select a larger sample of college faculty members in this situation than would be possible in the interview situation. As a result, the questionnaire appeared to be the only feasible way of accomplishing this task.

The questionnaire was designed to be open-ended. The advantages of open-ended questionnaires are obvious. The subjects' responses give a more detailed picture of his attitudes, a picture which is less subject to misinterpretation than responses to poll-type questions. The open-end question, by not suggesting responses, allows the subject to respond in terms of his own frame of reference. The freedom to respond, in a sense, forces the subject to respond in terms of the factors which are salient to him. Thus, the open-end question provides an indicator of the factors which are prominent in the thinking of the individual about a given issue.<sup>11</sup>

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<sup>10</sup>See Table 13, Appendix B.

<sup>11</sup>Jahoda, op. cit., p.173.



The distinguishing characteristic of the questions used in open-end questionnaires is that they merely raise an issue but do not provide or suggest any structure for the respondent's reply. Thus, the respondent is given the opportunity to answer in his own terms, and in his own frame of reference.<sup>12</sup>

Open-end questionnaires are more demanding in time and cooperation from the subject than are poll-type questionnaires. It limits the use of open-end questionnaires to rather highly literate persons with strong motivation to cooperate in a particular study.

The questionnaire<sup>13</sup> was designed to gather data that would prove or disprove Hypothesis Two. The first question was to provide the necessary information to accomplish this objective. The questionnaire was restricted to one page in length for two reasons: (1) this was sufficient length to accomplish the number one purpose of proving or disproving Hypothesis Two, and (2) it was not the intent to collect a lot of information on the variables that might affect the answers.

The questionnaires were sent to the selected list of college staff members, accompanied by a cover letter,<sup>14</sup> and a self-addressed stamped return envelope. At the end of

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<sup>12</sup>Ibid.

<sup>13</sup>See Figure 2. For Questionnaire showing complete responses see Figure 14, Appendix A.

<sup>14</sup>See Figure 15, Appendix A.

## Figure 2. QUESTIONNAIRE FOR COLLEGE FACULTY AND ADMINISTRATORS

This is a research project dealing with admissions to Michigan colleges to determine what the effects of the Michigan Secondary School-College Agreement have been on the twenty-nine signatory four-year colleges and universities.

1. Have you ever heard of the "Michigan Secondary School-College Agreement"?
  - a. If yes, what do you understand the purposes to be?

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2. Have the purposes of the Agreement ever been discussed in your departmental meetings?
 

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3. Have you made any changes in your methods of teaching as a result of your institution belonging to the Agreement?
  - a. If yes, what changes?

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4. Has there been any change in institutional policy as a result of your institution belonging to the Agreement?
  - a. If yes, in what areas have these changes occurred?

---
5. To your knowledge was the faculty consulted about the Agreement before your institution signed the Agreement?
 

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6. Have any benefits accrued from your institution's belonging to the Agreement?
  - a. If yes, what benefits?

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three weeks time a reminder card<sup>15</sup> was sent to those who had not responded up to this time, and ten days later a second reminder card was sent. The questions were coded<sup>16</sup> to facilitate tabulation<sup>17</sup> so that statistical methods could be applied to recorded responses.

Six weeks after the first questionnaires were sent, and following the second reminder, the sample was closed, resulting in a 72.3 per cent return. It was felt that an effort should be made to sample the non-respondents to determine, if possible, a reason or reasons for this type of behavior. Therefore, a random sample was made from the 174 non-respondents.

A ten per cent sample was drawn from the 174 non-respondents in line with the previously used formula. The size of the sample was actually 17.4 non-respondents. Because the study concerns people rather than things, it was decided to use a whole number, or eighteen. Each of the eighteen non-respondents received a personal letter.<sup>18</sup> The number of returned letters was eleven out of eighteen, or 61.2 per cent.

An analysis of eleven responses to the personal letter indicated the following kinds of information: six respondents

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<sup>15</sup>See Figure 16, Appendix B.

<sup>16</sup>See Figure 3.

<sup>17</sup>See Table 14, Appendix B.

<sup>18</sup>See Figure 17, Appendix A.

Figure 3. CODE FOR INSTRUCTOR'S QUESTIONNAIRE

Question I.

Item 1    1-Yes  
          2-No

Item 2    1-Thorough understanding  
          2-Fair understanding  
          3-Poor understanding  
          4-No understanding

Question II.

Item 3    1-Yes  
          2-No

Question III.

Item 4    1-Yes  
          2-No

Item 5    1-Many  
          2-Some  
          3-None

Question IV.

Item 6    1-Yes  
          2-No  
          3-Uncertain

Item 7    1-Curriculum changes  
          2-Admission changes  
          3-Other changes  
          4-None

Question V.

Item 8    1-Yes  
          2-No

Question VI.

Item 9    1-Many  
          2-Some  
          3-None

Item 10   1-Not required  
          2-More opportunity for college  
          3-Simplify admissions  
          4-Better communications  
          5-Curriculum

answered "no" to the first question, but gave no reason for failure to return the original questionnaire. Two respondents did not answer the question asked, but indicated their reasons for not doing so.

- A. One states, "since I have no responsibility in this particular area, I forwarded all correspondence regarding this matter to another person."
- B. The other states, "since I am a teacher and not an administrator, I felt it unimportant for me to answer this questionnaire."

Three respondents answered the question. Two gave no reason for failure to return the original questionnaire, one indicated a reason.

- A. He said, "I have received so many questionnaires that I made it a policy not to answer any of them because of a heavy work schedule and no secretarial help available."

#### Dates of Appointment

There were eight schools that indicated dates of appointment for faculty members in their catalogues. Since a random selection of faculty from the other twenty-one schools for which this information was not available was made, it was necessary to determine if this information (dates of appointment) would bias the data. A comparison was made of the eight schools with this information available, versus eight other schools of comparable size without this information being available.

This comparison was made by means of a  $X^2$  statistic. Since each  $X^2$  test was programmed the same, it was necessary

for only one to be explained. The interpretation of the other seven tests are presented in Appendix B.

The  $X^2$  statistic used was developed in the following manner:

Suppose we have two columns and  $r$  rows. If we let  $X_{11}, X_{12} (i = 1, 2, 1 \dots, r)$  be the number of observations in the  $i$ th row and the first and second columns, respectively. Thus, we have computed the total for each row, and then the square of the number  $X_{11}$  in the first column divided by the total for the row ( $X_{11} + X_{12}$ ).

This last column is then totaled. Then  $X^2$  is given by the following formula:

$$X^2 = \frac{\sum_{i=1}^r \frac{X_{11}^2}{(X_{11} + X_{12})} - P \sum_{i=1}^r X_{11}}{P (1 - P)}$$

$$\text{where } P = \frac{\sum_{i=1}^r X_{11}}{\sum_{i=1}^r (X_{11} + X_{12})}$$

and  $X_{11}$  means the observation in the  $i$ th row of the first column.  $X_{12}$  means the observation in the  $i$ th row of the second column.<sup>19</sup>

The test of independence between a school listing dates of appointment and a school not listing dates of appointment was compared in Table 1.

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<sup>19</sup>Wilfird J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, 1951), pp. 189-190.

TABLE 1

TEST OF INDEPENDENCE BETWEEN ADRIAN LISTING  
 DATES OF APPOINTMENT AND HILLSDALE NOT  
 LISTING DATES OF APPOINTMENT

Category <sup>a</sup>	Adrian	Hillsdale	Total	$X_{11}^2$
	I	II		$(X_{11} + X_{12})$
1-1	1	0	1	1/1
1-2	0	2	2	0
1-3	2	0	2	4/2
1-4	3	1	4	9/4
2-4	1	4	5	1/5
TOTAL	7	7	14	109/20

$$X^2 = \frac{6080}{2300} = 2.64$$

<sup>a</sup>Definitions of categories:

- 1-1 answered yes, thorough understanding
- 1-2 answered yes, fair understanding
- 1-3 answered yes, poor understanding
- 1-4 answered yes, no understanding
- 2-4 answered no, no understanding

From Table 1 the value for P and  $X^2$  was determined  
 as follows:

$$P = \frac{1}{1} + 0 = 2/2 + 3/4 + 1/5 = \frac{20 + 20 + 15 + 4}{20} = \frac{59}{20}$$

$$X^2 = \frac{\frac{109}{20} - 59/20 (7)}{\frac{59}{20} (1 - 59/20)} = \frac{\frac{109 - 413}{20}}{\frac{59 (-39/20)}{20}} = \frac{304}{20} = \frac{400}{2300}$$

$$X^2 = \frac{6080}{2300} = 2.64.$$

To determine if the results obtained were independent or not, the  $X^2$  tables were utilized. Before using these tables, it was necessary to determine the degrees of freedom. The following formula was used to find degrees of freedom.

$$(r - 1) (c - 1) = \text{degrees of freedom}$$

where  $\underline{r}$  = rows, and  $\underline{c}$  = columns.

$$(5 - 1) (2 - 1) = (4) (1) = 4 \text{ degrees of freedom.}$$

TABLE 2

TEST OF INDEPENDENCE BETWEEN ALL SCHOOLS LISTING  
DATES OF APPOINTMENT AND ALL SCHOOLS NOT LISTING  
DATES OF APPOINTMENT

Item	1-1	1-2	1-3	1-4	2-4	Totals
Dates of Appointment	2	7	18	28	16	71
No Dates of Appointment	3	29	50	313	256	651
TOTAL	5	36	68	341	272	722
Per Cent	.40	.194	.265	.082	.059	.099



$$\frac{2 (.40) + 7 (.194) + 18 (.265) + 28 (.082) + 16 (.059) - 71 (.099)}{(.099) (.901)}$$

$$\frac{.800 + 1.358 + 4.770 + 2.296 + .944 - 7.029}{.0902}$$

$$\frac{10.168 - 7.029}{.0902} = \frac{3.139}{.0902}$$

$$902 \overline{) 31390.00} \quad \begin{array}{r} 34.7 \end{array}$$

$$x^2 = 34.7$$

The values obtained when testing schools on a one to one basis are all less than 9.49. Therefore, the hypothesis of independence should be accepted. When testing all of the schools with dates of appointment against the remaining schools without dates of appointment the value obtained is greater than 9.49. This indicates that on an over-all basis, dates of appointment bias the data. It is felt that the bias does not sufficiently influence the findings. Faculty with dates of appointment (1948 and before) had slightly more understanding of the Agreement than a random selection of all other faculty.

In order for the  $X^2$  value to be significant at the five per cent level with four degrees of freedom, the value of  $X^2$  would have to be 9.49 or greater.<sup>20</sup>

The values for all the tests are shown in Table 3.

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<sup>20</sup>See Tables 12 through 17, Appendix B, for other tests of independence.

TABLE 3

$\chi^2$  VALUES FOR ALL THE TESTS OF INDEPENDENCE OF  
SCHOOLS LISTING DATES OF APPOINTMENT AND  
SCHOOLS NOT LISTING DATES OF APPOINTMENT

School	Name	$\chi^2$
1	Adrian vs. Hillsdale	2.64
2	Eastern vs. Alma	7.31
3	Central vs. Northern	3.19
4	Ferris vs. Michigan Tech	4.69
5	Suomi vs. Aquinas	2.66
6	Olivet vs. Calvin	4.95
7	Albion vs. Marygrove	3.95
8	Hope vs. Siena Heights	8.47

As already noted, the  $\chi^2$  value to be significantly different would have to be 9.49 or greater.

#### Analysis of Interview Data

It was also decided to employ a two by two classification for determining independence of public versus private institutions. A two-way classification, e.g., hair and eye color. This classification is used to determine whether the two characteristics are independent. The term independence means the distribution of one characteristic is not influenced by the other characteristic.

The characteristics utilized in making the two by two classification are Items 3, 15, 21, 22, and 28, found in Table 10. Only Item 3 will be explained and the interpretation of the other four results which are presented in Appendix B should be guided by this explanation.

This two-way classification is done by means of a  $\chi^2$  statistic. The development is as follows:

Suppose we have two rows and two columns and have observed frequencies a, b, c, d. Then the  $X^2$  statistic used in the test of independence can be written in the form:<sup>21</sup>

$$X^2 = \frac{(ad - bc - \frac{1}{2N})^2 N}{(a+b)(a+c)(b+d)(c+d)}$$

The test of independence between public and private institutions for Item 3 is shown in Table 4

TABLE 4

RELATIONSHIP BETWEEN CHANGES IN ADMISSION  
POLICIES AND THE TYPE OF INSTITUTION

Change in Admission Policy	Type of Institution	
	Public	Private
Yes	6	3
No	3	17
TOTAL	9	20

$$X^2 = \frac{179000}{32400} = 5.521$$

From Table 4 the value of  $X^2$  is determined as follows:

$$\begin{aligned} X^2 &= \frac{(6 \times 17 - 3 \times 3 - \frac{1}{2}(29))^2 29}{9(9)(20)(20)} \\ &= \frac{(102 - 9 - \frac{29}{2})^2 29}{81(400)} = \frac{(93 - \frac{29}{2})^2 29}{32400} \\ &= \frac{179000}{32400} = 5.521 \end{aligned}$$

In order for the  $X^2$  value to be significant at the five per cent level, and with one degree of freedom, the  $X^2$  value

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<sup>21</sup> The derivation of the corrected equations is found in Dixon and Massey, op. cit., p. 189.

would have to be 3.84 or greater. Since the value of  $\chi^2$  obtained is 5.521 the hypothesis of independence is accepted, i.e., that one characteristic is not influenced by the other.

The  $\chi^2$  values for all of the tests are shown in Table 5.

TABLE 5  
THE  $\chi^2$  VALUES FOR ALL TESTS OF INDEPENDENCE  
BETWEEN PUBLIC AND PRIVATE INSTITUTIONS

Item	$\chi^2$
3	0.5520
15	1.1700
21	0.0027
22	0.0906
27	0.0002
28	0.0824
33	0.0007

Note: As already noted, the  $\chi^2$  value to be significantly different, would have to be 3.84 or greater.

To clarify the information that is presented in Table 4, the data from question one, Items 1 and 2 are illustrated with the use of bar graphs.<sup>22</sup>

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<sup>22</sup>See Figures 4 and 5.

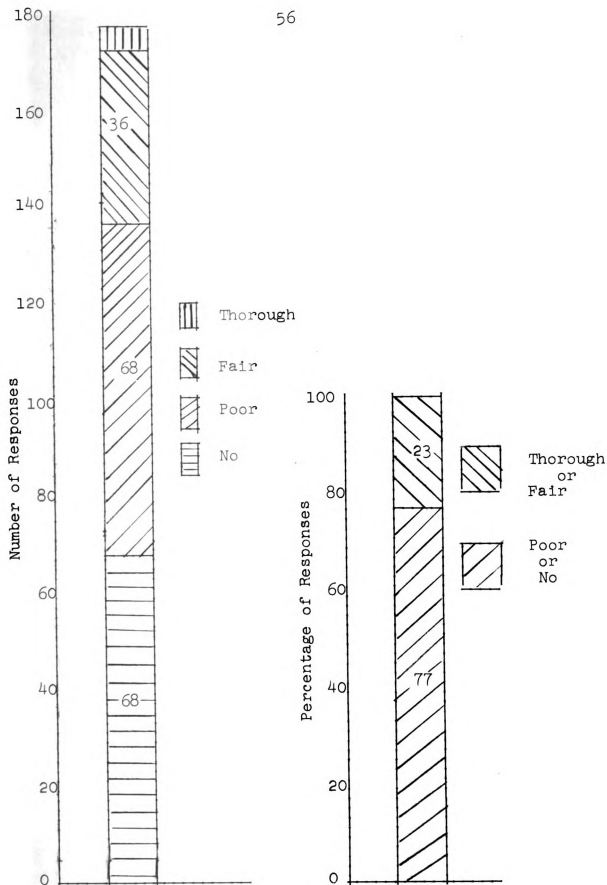


Figure 4. Degree of Understanding of Those Respondents Answering "Yes" to Question 1.

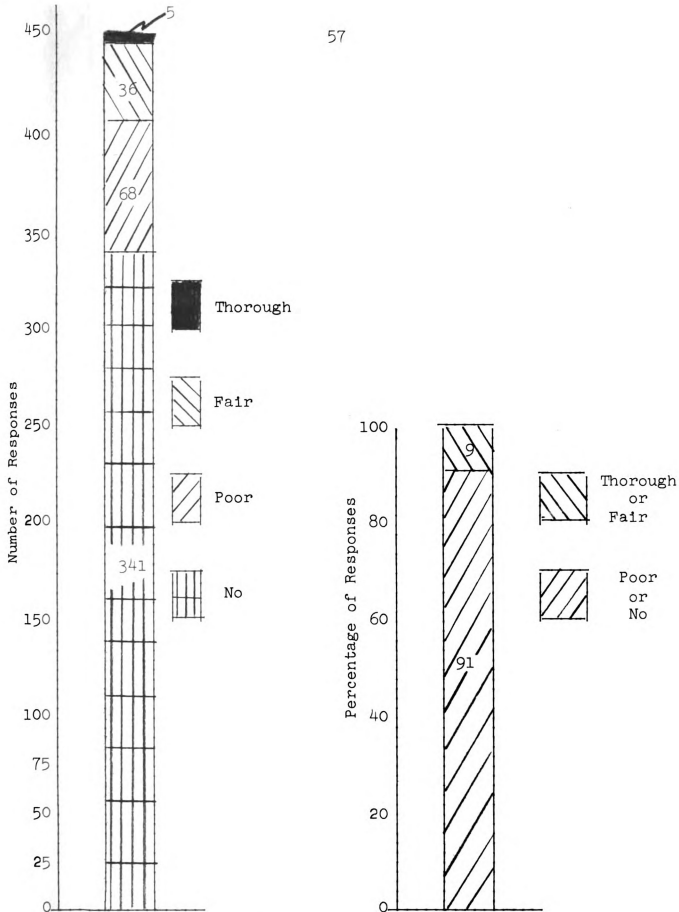


Fig. 5. Degree of Understanding of Those Respondents Answering "Yes" or "No" to Question 1.

From the graph, the number of responses, using a percentage base, against Hypothesis Two are twenty-three per cent, while seventy-seven per cent support the hypothesis. Of course, this is only considering the responses that first indicated that they had heard of the Agreement.

When the responses of those who have heard of the Agreement, as well as those who have not, are considered, the percentage changes to nine per cent against the hypothesis and ninety-one per cent for the hypothesis.

When the responses of public institutions are separated from those of private institutions,<sup>23</sup> the surprising thing is that the over-all percentage does not change. Ninety-one per cent still support the hypothesis.

### Summary

In this chapter the questionnaire and interview were discussed as methods employed in data collecting. Their use was justified and the Chi Square method of item selection was explained. The selection of Population "A" to prove Hypothesis One was established, as was Sample "A" for Hypothesis Two. The method of coding responses of the interview and questionnaire from these sets are compiled in Tables 13 and 14 (see Appendix B). Two tests of independence were made by means of Chi Square tests. One test was on public and private institution's admissions policies, and the other was on the schools listing dates of appointment,

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<sup>23</sup>See Figures 6 and 7.

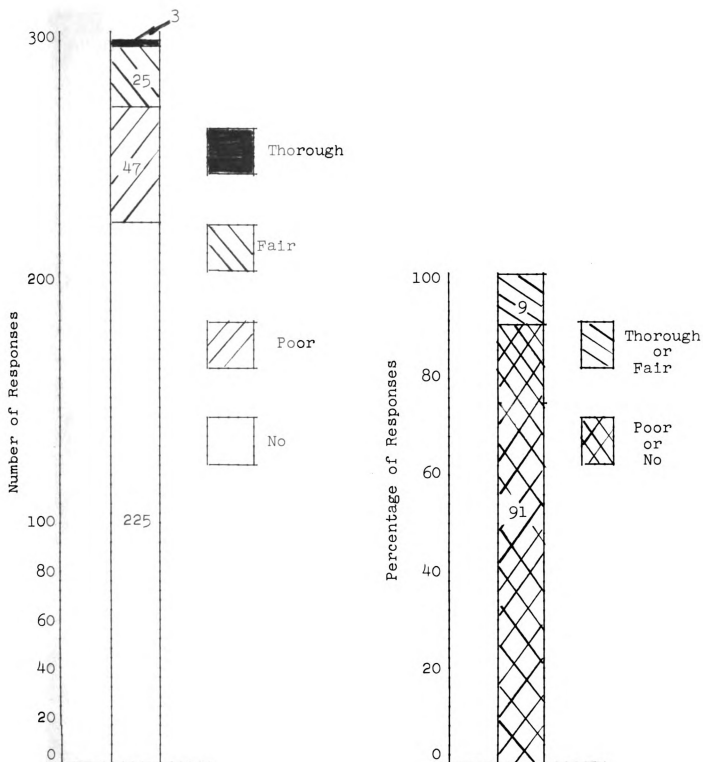


Fig. 6. Degree of Understanding of those Respondents from Public Institutions Answering "Yes" or "No" to Question 1.



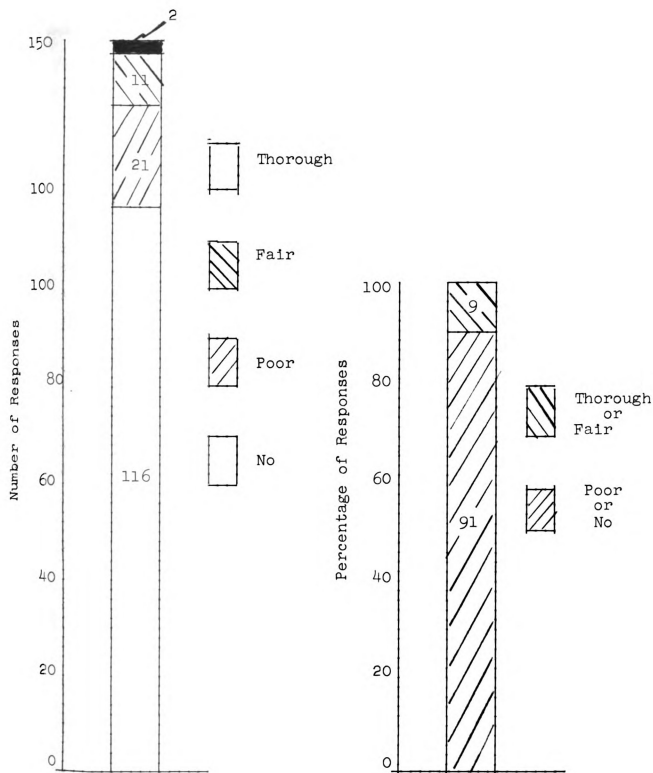


Fig. 7. Degree of Understanding of Those Respondents from Private Institutions Answering "Yes" or "No" to Question 1.

and schools not listing dates of appointment. A brief analysis was made of eleven responses to a personal letter sample.

The various statistical methods were applied to the data, and the results described. These appear to be rather conclusive.

Hypothesis One was tested by a two by two tabular classification. The Chi Square statistic was utilized. The results were that insufficient reason for rejection was found. Therefore, acceptance of the hypothesis was in order, and was described.

Therefore, it is clearly evident that the data collected and tested proved both hypotheses as stated:

1. The Agreement has no effect on college admissions policies or other institutional policies.
2. A random selection of college instructors have not heard of nor understood the purpose of the Agreement.

## CHAPTER IV

### RESULTS OF THE STUDY

These data, upon which this study is based, were drawn from twenty-nine four-year colleges and universities of Michigan. The data were obtained in two ways, one, utilizing a questionnaire, sent to a sample of the faculty members at each of the colleges, and, two, by means of an interview, conducted with an admissions officer at each institution.

#### Faculty Participation

First, we will analyze the results of the faculty participation in the College Agreement. A seventy-two and three-tenths per cent return was obtained on the questionnaire. These totals supplied answers to the following questions:

1. Had the faculties been informed of the Agreement?
2. Had the faculties understood the Agreement?
3. Had the faculties felt that any benefits had accrued from the Agreement?

In order to determine if size was a significant variable in the answers obtained from the above questions, the colleges were grouped according to size. The following size categories were used:

1. Extra Small--up to 499 student enrollments, (four institutions).
2. Small--from 500 to 999 student enrollments, (eight institutions).
3. Medium--from 1,000 to 2,499 student enrollments, (seven institutions).
4. Large--from 2,500 to 9,999 student enrollments, (six institutions).
5. Extra large--above 10,000 student enrollments, (four institutions).

The item from the questionnaire that gathered the information on whether the faculties had been informed of the Agreement was, "Have you ever heard of the Michigan Secondary School-College Agreement?" Table 6 gives the details.

TABLE 6

HAVE YOU EVER HEARD OF THE MICHIGAN SECONDARY SCHOOL-COLLEGE AGREEMENT?

Response	Extra Small	Small	Medium	Large	Extra Large	Total
Yes	7	28	27	30	86	178
No	13	31	17	25	186	272
Per cent of "Yes"	35.0	47.4	61.3	54.5	31.6	39.5

In two of the five size categories, involving thirteen of the twenty-nine colleges, a majority of the respondents

said they had heard of the Agreement, but the totals for all five groups combined showed 178, or 39.5 per cent had heard of it, whereas 272, or 60.5 per cent of these had not. Forty-one, or 9.1 per cent of these were aware of the Agreement and had an understanding of it. If we test this data using the  $X^2$  statistic, size of institution is significant as shown below:

$$X^2 = \frac{7(.35) + 28(.474) + 27(.613) + 30(5.45) + 86(.316) - 178(.34)}{(.395)(.605)}$$

$$2.450 + 13.272 + 16.551 + 16.350 + 27.176 + 75.799 - 70.310 =$$

$$\frac{5.489}{.239} = 22.97$$

Since  $X^2$  statistic on the total response was significant a further breakdown by size category was made. As indicated below, only the large size category was significant. This meant that a comparison within the large size category of public versus private institutions indicates that the public institutions had a better chance of hearing about the Agreement.

TABLE 7  
MEDIUM SIZE INSTITUTIONS

Answer	Public	Private	Total
Yes	10	17	27
No	4	13	17
Total	14	30	44

$$x^2 = \frac{[(13.10) - (17.4) - 1/2 (44)]^2}{14 \cdot 30 \cdot 17 \cdot 27} \quad 44$$

$$x^2 = \frac{3520}{9639} = 0.365$$

TABLE 8

## LARGE SIZE INSTITUTIONS

Answer	Public	Private	Total
Yes	26	4	30
No	12	13	25
TOTAL	38	17	55

$$x^2 = \frac{[(26.13) - (12.4) - 1/2 (55)]^2}{38 \cdot 17 \cdot 30 \cdot 25} \quad 55$$

$$x^2 = \frac{30318.75}{3876} = 8.08$$

TABLE 9

## EXTRA LARGE SIZE INSTITUTIONS

Answer	Public	Private	Total
Yes	79	7	86
No	169	17	186
TOTAL	248	24	272

$$x^2 = \frac{[(79.17) - (169.7) - 1/2 (272)]^2}{248 \cdot 24 \cdot 86 \cdot 186} \quad 272$$

$$x^2 = \frac{68}{41323} = 0.00164$$

This evidence supports Hypothesis One, "that a selection of college faculty members would not have heard of, nor understood the Michigan Secondary School-College Agreement," except that some faculty members have heard of the Agreement.

To determine the degree of understanding of the Agreement, responses to the following question were examined: "What do you understand the purposes of the Agreement to be?" Tabulated answers appear in Table 10.

TABLE 10

WHAT DO YOU UNDERSTAND THE PURPOSES OF THE AGREEMENT TO BE?

Understanding	Extra Small	Small	Medium	Large	Extra Large	Total
Thorough	0	1	2	0	2	5
Fair	2	6	2	8	18	36
Poor	3	7	9	15	33	67
No	15	45	29	32	219	340
Per cent of Thorough and Fair Understand- ing	10	11.8	9.5	14.5	7.3	9.1

These results lead to the conclusion that the size of the institution had no bearing on faculty understanding of the Agreement. In each case, around ten per cent of the total responses had an understanding.

The results of the question, "Had the Agreement been discussed with the faculty before your institutions signed

the Agreement?," are shown in Table 11.

TABLE 11

HAD THE AGREEMENT BEEN DISCUSSED WITH THE FACULTY  
BEFORE YOUR INSTITUTION SIGNED THE AGREEMENT?

Discussed	Extra Small	Small	Medium	Large	Extra Large	Total
Yes	1	10	4	5	11	31
No	19	49	30	50	261	409
Per cent Discussed	5.0	16.9	11.7	9.0	4.0	7.0
<hr/>						
Consulted						
Yes	0	13	3	3	10	29
No	20	46	41	52	262	421
Per cent Consulted	0	22	6.8	5.4	3.6	6.5

Ninety-three per cent of the faculties had not had the Agreement discussed, nor had they been consulted before their institution signed the Agreement. If this is tested by means of a  $X^2$  statistic, as shown below, the data indicates the size of the school is significant if taken by size category.

$$\frac{1 (.05) + 10 (.169) + 4 (.117) + 5 (.09) + 11 (.04) - .07 (31)}{.07 (.93)}$$

$$\frac{.050 + 1.690 + .468 + .45 + .44 - 2.17}{.0651} = 3.098 - 2.170 = \frac{.928}{.0651}$$

$$\begin{array}{r} 14.25 \\ 651 \overline{) 9280.00} \end{array}$$

$$X^2 = 14.25 \text{ discussed.}$$



$$\frac{0(0) + 13(.22) + 3(.068) + 3(.054) + 10(.036) - .065(29)}{.0651(.93)}$$

$$\frac{0 + 2.86 + .204 + .162 + .360 - 1.885}{.06054} = \frac{3.586 - 1.885}{.06054} = \frac{1.701}{.06054}$$

$\chi^2 = 27.9$  consulted.

It is significant when size of school is considered, but over-all it is not significant.

Table 12 indicates the benefits, if any, that accrued to the twenty-nine four-year colleges that belonged to the Agreement.

TABLE 12

HAVE ANY BENEFITS ACCRUED FROM YOUR INSTITUTION  
BELONGING TO THE AGREEMENT? WHAT BENEFITS?

Benefits	Extra Small	Small	Medium	Large	Extra Large	Total
Many	0	0	0	1	0	1
Some	1	3	2	3	8	17
None	19	56	42	51	264	430
Answer not Required	19	56	42	51	264	430
More Opportuni- ties	0	1	2	1	0	4
Simplified Admissions	1	2	0	0	2	5
Better Communications	0	0	0	3	5	8
Curriculum Improvement	0	0	0	0	1	1
Per Cent of Benefits	5.0	5.0	4.5	7.2	2.9	4.0

One member of the large college group said there were many benefits. Seventeen said there were some benefits; five said that it simplified admissions, four said that it provided high school students with more opportunities to attend college, eight said it provided better communication between high schools and colleges, and one said that it improved the curricular offerings of the colleges and high schools.

There seems to be little indication that the Agreement has been particularly beneficial to the member colleges. Ninety-five and nine-tenths per cent of the faculty responding said they did not believe their institution gained any benefits from belonging to the Agreement.

#### Results of the Interview With Admissions Officers

Interviews with college administrators supplied totals pertaining to the following questions:

1. Has your admissions policy been changed since your institution signed the Agreement?
2. If yes, was it changed because of the Agreement?

#### Extra Small Size Institutions

One representative of the extra small schools responded that "his institution's policy was changed because of the Agreement." The remaining three institutions representatives in this size category said that "their admissions policy had changed, but not because of the Agreement." More specifically, what factors caused one school to change? It was a private, parochial college, with religious requirements for admission. Two majors and two minors subjects were needed for admission.

(This part was altered to conform with the terms of the Agreement, i.e., no specific pattern of subjects needed. . .).<sup>1</sup>

One representative, who indicated change of policy which was not suggested by the Agreement, admitted later that the admissions policy was moderately affected by the Agreement.

#### Small Institutions

The representative of one college in the small school category said that a change in admissions policy had been made. No information was supplied regarding the nature of the change, or reasons for the change. It was a private, church related college, and had followed the usual pattern of requiring two majors and two minor subjects for admission.

The representative of a second private, church related college gave contradicting responses. In answer to an early question, the Agreement was said to have no effect. A later question revealed that certain changes in the admission policies had been made.

#### Medium Sized Institutions

College administrators in this category reported no admissions policy changes since their institution signed the Agreement.

#### Large Institutions

In the large school category one officer said, "Yes, our admissions policy admissions was changed because of the

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<sup>1</sup>See the Michigan Secondary School-College Agreement.

Agreement." This school is a public institution. Three said they were moderately affected, or little affected, but not because of the Agreement.

#### Extra Large Schools

One admissions officer said his institution's policy was moderately affected, but not because of the Agreement. Another said that policy was affected, but only partially due to the Agreement. The remaining two extra large institutions said there had been no effect on admissions policies.

#### Related Questions

##### Extra Small Size Institutions

All of these schools admitted the marginal student. Two of these schools placed the marginal student on probation, while one administered tests prior to admission, and one relied upon the recommendations of a screening committee. Two said there was more understanding between high schools and colleges since the Agreement, one said there was clearer understanding, and one gave no reasons. One participated in conferences with high schools, three did not participate. None of the school representatives attended planned Agreement meetings.

Two school officials thought there was need for change in the Agreement. The others offered no opinion. One rated the Agreement as undesirable, one said it was desirable.

Two gave no answer. One thought the Agreement should be continued, two said, it should be continued, and one gave no opinion.

#### Small Size Institutions

Since the Agreement began, seven of these institutions changed their admissions policy; one official said, "it was because of the Agreement." All eight of them admitted the marginal student. Two schools placed them on probation, three used tests to determine admissions, and three relied upon the recommendations of a screening committee.

Seven representatives believed there was more understanding between high schools and colleges since the Agreement. The other representative saw no improvement in understanding. Seven said the Agreement made admissions procedures more clear.

Four officials had participated in high school principal-freshman conferences; four had not. Only one had attended planned Agreement meetings. No evidence of better understanding resulted from this attendance.

A need for a change in the Agreement was felt by three representatives, two believed no change was needed, and the remaining three officers voiced no opinion. Four of these school officials said the Agreement was desirable, one officer said it was undesirable, one had no opinion, and two did not answer. Four held the Agreement should be continued, three said it should not be continued, and one gave no opinion.

### Medium Size Institutions

In three schools in this category, changes were made in admissions policies since the beginning of the Agreement, however, representatives indicated changes were not due to the Agreement.

All of the institutions admitted the marginal student. Of these, two schools placed them on probation, and five admitted them only after examinations.

Three institutional representatives credited the Agreement with increased understanding between high schools and colleges; four saw no increased understanding. Two representatives said the admissions procedures were more clear, and five officials gave no answer. Five officials said they had participated in high school principal-freshman conferences, and two said they had not. Three officers had attended Agreement meetings, while four had not. Four of the school representatives in this category said there was need for change in the Agreement, two said there was no need for change, and one voiced no opinion. Five representatives believed the Agreement was desirable, one said it was undesirable, and one did not answer. Three officials said the Agreement should be continued, and four said it should not.

### Large Size Institutions

Five schools had changed admissions policies since the Agreement was made. Change was attributed directly to the

Agreement, in one instance.

All of the institutions admitted the marginal student. Five admitted them after administering tests, and one admitted them upon the recommendation of a screening committee.

A better understanding of admissions procedures was the result agreed upon by five officials of the schools, while one officer saw no increase in understanding. Three professed to be more clear, two said they were more definite, and one gave no answer. Five representatives participated in high school principal-freshman conferences; one did not participate. Five officials attended planned Agreement meetings, with one not participating. Three officials said there was need for change in the Agreement; three said there was no need for change. A total of four representatives said the Agreement was desirable, one said it was undesirable, and one gave no opinion. Five officials thought the Agreement should be continued, and one said it should not.

#### Extra Large Size Institutions

Since the Agreement began, three of these schools changed their admissions policy, one representative credited the Agreement with the change. All of the institutions admitted the marginal student after examinations.

All of the representatives thought there was better understanding between high schools and colleges since the

Agreement. Three officers said the procedures for admission were more clear; one said they were more liberal. Three had participated in high school principal-freshman conferences; one had not. All officials said there was need for a change in the Agreement. Three representatives said the Agreement should be continued, and one gave no opinion. Three officers said it was desirable, and one had no opinion.

### Summary

The summary is comprised of the total percentage of responses to the questions relating to the hypotheses. Seventy-two and four-tenths per cent of the institutions had changed their admissions policy since the beginning of the Agreement. One hundred per cent admitted marginal students under certain conditions, 20.7 per cent placed them on probation, 62 per cent did so after satisfactory performance on entrance examinations, and 17.3 per cent did so after favorable action from a screening committee.

Seventy-two and four-tenths per cent said that the degree of understanding between secondary schools and colleges improved. Their feelings were that admission policies were more clear, more definite and more liberal. Sixty-two per cent had participated in secondary school principal-freshman conferences and felt that they helped the understanding.

Forty-four and eight-tenths per cent had attended the planned Agreement meetings; 55.2 per cent had not.



Fifty-five and two-tenths per cent said there was need for change in the Agreement, 24.1 per cent saw no need for change, and 20.7 per cent offered no opinion. Fifty-eight and six tenths per cent said the Agreement was desirable, 13.7 per cent said it was undesirable. Twenty-seven and five-tenths per cent offered no opinion. Fifty-five and two-tenths per cent said the Agreement should be continued; 34.5 per cent thought it should not continue. while 10.3 per cent offered no opinion.

The hypothesis that "The Agreement has had no effect on the college's admissions policies, and other institutional policies," is supported by the following evidence: 20.7 per cent of the colleges stated the Agreement had affected their admissions policy, and 27.3 per cent said the Agreement had no effect on their admissions policy.

Considering the information obtained from the questionnaires, the following data supports the above hypothesis. Seven per cent of the faculty said that the Agreement had been discussed in faculty meetings. Since 93 per cent indicated that there had been no discussion of the Agreement at faculty meetings, and since 94 per cent indicated that they had never been consulted about the Agreement, it seems evident that in these cases institutional policies were not affected.

## CHAPTER V

### RECORDED COMMENTS

From the twenty-two questions asked of the representatives of the colleges many interesting comments were elicited. Examples of these comments are summarized here in Chapter V rather than listed in their entirety due to their lengthiness. This summation of comments is included because of its pertainency to the subject.

These comments centered around these subjects:

1. Changing admissions policies:

Examples: "Our recommendation to our own parochial high school was to follow the old college preparatory program."

"Stay away from requirements and educate the high school senior."

2. Admissions of marginal students.

Examples: "The student must be tested and we examine, very closely, his academic patterns."

"We discourage him."

"All marginal students are admitted through a committee on admissions."

3. Agreement student record.

Examples: "Agreement students who lack background have difficulty making up subjects at . . . ."

4. Participation in high school principal-freshman conferences.

Examples: "Very beneficial for those attending, they help the communication between the high school and the college."

"Every other year but we would like to have them every year."

"They are our number one device to accomplish the important job of understanding each other."

5. Unfavorable attitude toward attending planned agreement meetings.

Example: "No, Thank God."

6. Reasons for better understanding between high schools and colleges.

Examples: "It has given high schools an opportunity to develop their own program but in some places it has gone too far."

"We have close correspondence with our own Christian high schools."

7. The need for change in the agreement.

Examples: "There ought to be a closer check on whether high schools are applying college agreement principles."

"Most state schools are operating as if the agreement didn't exist or if all students were being recommended under it."

"One phase they could discontinue would be recommending under the Agreement."

"It has outlived its usefulness."

"It should be revitalized."

"The name needs changing."

"The agreement could stress to greater extent opportunities of the signatories, instead of the responsibilities."

"Reword to avoid misinterpretation."

"Need for restudy."

"If it is to live, give it a shot in the arm."

"We do not want it."

"No need for Agreement as far as we are concerned."

8. What is your opinion of the Agreement?

Examples: "It is of little value to our institution and the schools we serve."

"It is valuable from this respect, that the colleges are not determining the high school programs. It allows the student to develop his own unique capabilities."

"It gives the high schools an opportunity to experiment to meet the needs of its students."

9. Is your admissions policy different from other Michigan colleges?

Examples: "Yes, we are different from state subsidized schools but not from the other private schools."

"We are not as selective as some others say they are."

"Yes, we disregard high school marks and require all new students to take entrance examinations."

"Yes, we are more selective than some state schools."

"Yes, our admissions criteria are higher."

"Yes, we have had no occasion to reject anyone until recently."

10. Do you feel that the member high schools have modified in any way the preparation of their college bound student as a result of the Agreement?

Examples: "Yes, it has improved their curriculum, especially in the last few years."

"High schools did not live up to the Agreement."

"A small number of high schools have shown any disposition to dilute their offerings to take advantage of the Agreement."

"I don't believe many high schools were affected by the Agreement."

11. Was there any change in college teaching methods?

Examples: "Yes, it increased the number of remedial subjects."

"I don't think so."

"Yes, we now teach communications skills, remedial reading, and English. . . . We give more individual attention."

12. Do you feel that the Agreement was interpreted in essentially the same way by all Michigan college admissions officers?

Examples: "There were differences, many college people were cynical, but the secondary school groups were sincere."

"Yes, but the high school principals think it is a way to get anyone admitted."

"Yes, but high school principals should say yes or no and not pass the buck."

13. Should the Agreement be continued?

Examples: "There is no particular reason for it."

"By all means."

"It should be dissolved."

"Not as far as we are concerned."

"No, we do not need it."

"No it has outlived its usefulness."

"If principals took it seriously."

"If it is encouraging the high schools to make self-evaluations."

14. Reactions to the tape recorder.

Examples: Twenty-five said that the recorder did not bother them at all.

"I was a little tense but it helps one to think."

"My voice was different after recorder started."

15. Is there anything you would have said if the recorder had not been used?

Examples: "I would have been more specific in naming weak high schools."

"I am somewhat embarrassed by my institution belonging to the Agreement."

From the questionnaire that was sent to a selection of faculty members, came these comments:

16. Have you ever heard of the "Michigan Secondary School-College Agreement?"

Examples: "Not interested."

"No, not until this questionnaire came."

"I am sorry for disregarding your insistent requests to fill out this questionnaire. As you can see, I do not have much to contribute."

"I'm sorry but I have no knowledge of matters relative to admissions except we let some very poor students in."

"This is probably too late to be of much help unless you were trying to prove that faculty members were almost abysmally ignorant in this area."

"If this Agreement is something you think I should know about, I'd appreciate receiving any pertinent information."

"I don't think we have had any significant part in this program."

"Has it been established that this institution belongs to this Agreement?"

"In departmental meetings such an Agreement has little relevance for us."

"No, to all of your questions. Why don't you make your students actually work? You don't educate them since John Dewey came on the educational scene."

"Academically would say definitely no, too many allowed to enroll who know nothing and further seem unable to do anything."

17. Have any benefits accrued to your institution?

Examples: "Yes, very strong students have been admitted who normally would not qualify for admission."

"The Agreement seems to be a lost cause."

"High schools are misusing the Agreement by applying it to border-line students.  
. . ."

"I presume a few students have been admitted who might have been excluded, but the chances are they would have been accepted on probation anyhow."

"No benefits can be stated because for us the Agreement has remained in the realm of theory."

"Our institution does not belong to the Agreement."

"Slightly better understanding of high school problems."

"No, all benefits seemed to have accrued to participating high schools."

"Surely some benefits must have accrued to someone."

#### Summary

The majority of faculty responses were of an uninformed nature indicating a lack of communications between administration and faculty. Very few had anything knowledgeable to say about the Agreement. The admissions officers were well informed but showed evidences of emotion in their responses to questions about the Agreement.



## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

Since most colleges have a set of policies governing the admission of new students, it is desirable to know what effect the Michigan Secondary School-College Agreement had upon these policies. To determine this effect, college admissions officers were interviewed and college faculty were sampled by use of a questionnaire.

By the use of Chi Square tests, the data collected by the two methods (interview and questionnaire) were examined. This enabled the researcher to either accept or reject the hypotheses. The universe is divided into Population "A," dealing with the interview, and Sample "A," dealing with the questionnaire.

In regard to Population "A," a one hundred per cent sample was taken. The results indicated beyond reasonable doubt, acceptance of Hypothesis One that, "The Agreement has no effect on college admission policies or other institutional policies."

In regard to Sample "A," 73.2 per cent response of the sample was obtained. The results indicated acceptance of Hypothesis Two that, "A random selection of college

instructors have not heard of nor understood the purpose of the Agreement."

A further breakdown was decided upon to determine if size of the institution was a significant variable in the answers obtained from the pertinent questions. These results indicates that the size of the institution did affect the responses in certain areas.

### Conclusions

The function of the Agreement as originally established, is no longer applicable to the colleges. The results of this study revealed that the Agreement had no effect on college admissions policies. This being the case, the long and often sought after articulation between high schools and colleges is not a two-way street, but a one-way street. The colleges continue to function very much as they did prior to the advent of the Agreement.

The research shows, also, that the amount of faculty involvement in admission policy decisions was negligible. The faculty was generally disinterested in becoming involved in these matters, feeling that it was primarily an administrative function.

This is not to say that the Agreement is not beneficial to the high schools, as the study conducted by Telfer<sup>1</sup> demonstrated. The general feeling pervading the interviews was

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<sup>1</sup>Telfer, op. cit.

that many good things had been accomplished by the Agreement, by far the largest percentage of these things happened to the secondary schools. Certain implications can be drawn from this study.

### Implications

Further research is indicated to establish in what ways the high school-college admissions relationships can be improved. Perhaps something different should be experimented with in order to discover better means of establishing articulation. Since the college Agreement failed to accomplish its stated objectives regarding the college admissions procedures, it is quite proper to suggest something different. There appear to be three alternatives to be followed at this point:

1. Abandon the Agreement.
2. Revise the Agreement.
3. Create a totally new plan.

### Abandon the Agreement

The first of three alternatives is to abandon the Agreement entirely. This would mean that all features of the Agreement would cease, including those that were considered valuable by most of the college admissions officers. Each institution would be free to follow or not follow these ideas individually. Five out of twenty-nine wanted to drop the Agreement; this must be considered in viewing its present lack of potency.

### Revise the Agreement

As reflected in the coding of the responses to interview questions, many revisions or changes were suggested. These ranged from minor revisions such as, "change the title," to "re-do the entire thing." A sample of the suggestions is made in Chapter V.

The quotes from some of the admissions representatives, as found in Chapter V, revealed there were twelve respondents who wanted to revise the Agreement. The twelve coded responses indicated the type of change. Eight said to re-evaluate it and two said to change the title, while one said to change the objectives, and the other said to have closer inspection.

### A New Plan

Abandon the Agreement and substitute in its place a totally new plan to assist both secondary schools and college admissions officers. This suggested plan would be one of devising a state-wide testing program as the basis for admission. This program should be worked out cooperatively between representatives of secondary schools and officials of the colleges.

### Recommendations for Further Research

There does not seem to be a need for any further research on the college side of the Agreement. It appears that the secondary school side of the Agreement would be rather fruitful for further research. Practically all of

the changes occurred at the high school level, and only a limited area has been investigated. Anyone desiring to do further research on this subject should be directed to the programs in the secondary school.

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## APPENDIX A

## SIGNATORY COLLEGES AND SCHOOLS OF NURSING

Colleges

- |  |   |
|--|---|
| 1. Adrian College, Adrian                              | 21. Kalamazoo College, Kalamazoo                        |
| 2. Albion College, Albion                              | 22. Lawrence Institute of Technology, Detroit           |
| 3. Alma College, Alma                                  | 23. Madonna College, Plymouth                           |
| 4. Aquinas College, Grand Rapids                       | 24. Marygrove College, Detroit                          |
| 5. Bay City Jr. College, Bay City                      | 25. Mercy College, Detroit                              |
| 6. Benton Harbor Jr. College, Benton Harbor            | 26. Michigan College of Mining and Technology, Houghton |
| 7. Calvin College, Grand Rapids                        | 27. Michigan State College, East Lansing                |
| 8. Central Michigan College of Education, Mt. Pleasant | 28. Michigan State Normal College, Ypsilanti            |
| 9. Dearborn Jr. College, Dearborn                      | 29. Olivet College, Olivet                              |
| 10. Detroit Institute of Technology, Detroit           | 30. University of Michigan, Ann Arbor                   |
| 11. University of Detroit, Detroit                     | 31. Muskegon Jr. College, Muskegon                      |
| 12. Emmanuel Missionary College, Berrien Springs       | 32. Nazareth College, Nazareth                          |
| 13. Ferris Institute, Big Rapids                       | 33. Northern Michigan College of Education, Marquette   |
| 14. Flint Jr. College, Flint                           | 34. Port Huron Jr. College, Port Huron                  |
| 15. Gogebic Jr. College, Ironwood                      | 35. Siena Heights College, Adrian                       |
| 16. Grand Rapids Jr. College,                          | 36. Suomi College, Hancock                              |
| 17. Highland Park Jr. College, Highland Park           | 37. Spring Arbor Seminary and Jr. College, Spring Arbor |
| 18. Hillsdale College, Hillsdale                       | 38. Wayne University, Detroit                           |
| 19. Hope College, Holland                              | 39. Western Michigan College of Education, Kalamazoo    |
| 20. Jackson Jr. College, Jackson                       | 40. General Motors Institute, Flint                     |

Schools of Nursing

1. Butterworth Hospital School of Nursing, Grand Rapids
  2. Harper Hospital School of Nursing, Detroit
  3. Henry Ford Hospital School of Nursing and Hygiene, Detroit
  4. Hurley Hospital School of Nursing, Flint
  5. Mercy School of Nursing of Detroit, Detroit
- This includes units at Mt. Carmel, Detroit; St. Joseph

Fig. 8. All Colleges and Universities that Signed the Agreement.

Fig. 8. (Continued)

- Mercy, Detroit; St. Joseph Mercy, Pontiac; St. Joseph  
Mercy, Ann Arbor; Leila Hospital, Battle Creek
6. Mercy Central School of Nursing, 220 Cherry S.E., Grand  
Rapids
  7. Wayne University College of Nursing, Detroit
  8. St. Camillus School of Nursing, Nazareth

# DIRECTORY OF MEMBER HIGH SCHOOLS ARRANGED BY REGIONS

## Central Northern Region

- |                                |  |
|--------------------------------|--|
| 1. Alma H. S.                  | 28. Ithaca H. S.                           |
| 2. Alpena H. S.                | 29. Kalkaska Rural Ag. School              |
| 3. Atlanta Rural Ag.School     | 30. Leland H. S.                           |
| 4. Baldwin H. S.               | 31. LeRoy H. S.                            |
| 5. Benzonia Consolidated Sch.  | 32. Ludington H. S.                        |
| 6. Big Rapids H. S.            | 33. Mancelona Twp. H. S.                   |
| 7. Blanchard Twp.Rural Ag.H.S. | 34. Manistee H. S.                         |
| 8. Boyne City H. D.            | 35. Manton Rural Ag. School                |
| 9. Breckenridge H. S.          | 36. McBain Rural Ag. School                |
| 10. Cadillac H. S.             | 37. Mesick H. S.                           |
| 11. Central Lake Rural Ag.Sch. | 38. Midland H. S.                          |
| 12. Charlevoix H. S.           | 39. Mio H. S.                              |
| 13. Cheboygan H. S.            | 40. Montague H. S.                         |
| 14. Clare H. S.                | 41. Mt. Pleasant H. S.                     |
| 15. East Jordon H. S.          | 42. Newaygo H. S.                          |
| 16. Edmore H. S.               | 43. Northport Leelanau Twp.<br>Cons. H. S. |
| 17. Evart H. S.                | 44. Oscoda Twp. Unit School                |
| 18. Frankfort H. S.            | 45. Petoskey H. S.                         |
| 19. Fremont H. S.              | 46. Reed City H. S.                        |
| 20. Gladwin Rural Ag. School   | 47. Rogers City H. S.                      |
| 21. Grant H. S.                | 48. Shelby H. S.                           |
| 22. Greenville H. S.           | 49. Shepherd H. S.                         |
| 23. Harbor Springs H. S.       | 50. Sterling H. S.                         |
| 24. Harrison: Hayes Ag. H.S.   | 51. Traverse City H. S.                    |
| 25. Harrisville H. S.          | 52. Tustin: Burdell Twp.Sch.               |
| 26. Hart H. S.                 | 53. Whitehall Rural Ag. Sch.               |
| 27. Houghton Lake H. S.        | 54. Whittemore: Burleight<br>Dist. School  |

## East Central Region

- |  |   |
|--|---|
| 1. Akron Community School                            | 11. Deckerville H. S.                   |
| 2. Bath: James Couzens Ag.Sch.                       | 12. Dryden H. S.                        |
| 3. Bay City H. S.                                    | 13. Durand H. S.                        |
| 4. Bay City: T.L.Handy H.S.                          | 14. Flint: Bendle H.S.                  |
| 5. Bay City: St.James H.S.                           | 15. Flint: Central H.S.                 |
| 6. Brighton H. S.                                    | 16. Flint: Kearsley Ag.H.S.             |
| 7. Byron Ag. School                                  | 17. Flint: Northern H.S.                |
| 8. Cass City H. S.                                   | 18. Flint: Technical H. S.              |
| 9. Chesaning H. S.                                   | 19. Flowerville H. S.                   |
| 10. Crosswell: Crosswell-<br>Lexington Rural Ag.Sch. | 20. Grand Blanc Township<br>Unit School |

Fig. 9. All High Schools that Signed the Agreement



Fig. 9. (Continued)

East Central Region--Continued

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 21. Grand Ledge H. S.         | 33. Okemos Consolidated Sch.      |
| 22. Hemlock H. S.             | 34. Owosso H. S.                  |
| 23. Holt H. S.                | 35. Perry Rural Ag. School        |
| 24. Imlay City H. S.          | 36. Saginaw H. S.                 |
| 25. Lansing: Eastern H. S.    | 37. Saginaw: Arthur Hill H.S.     |
| 26. Lansing: Everett H. S.    | 38. St. Charles H. S.             |
| 27. Lansing: Sexton H. S.     | 39. St. Johns: Rodney Wilson H.S. |
| 28. Lapeer H. S.              | 40. Sandusky H. S.                |
| 29. Marlett H. S.             | 41. Ubly H. S.                    |
| 30. Millington Community Sch. | 42. Unionville Community H.S.     |
| 31. Montrose H. S.            | 43. Vassar H. S.                  |
| 32. North Branch H. S.        | 44. Williamston H. S.             |

Southeastern Region

- |  |   |
|--|---|
| 1. Algonac H. S.                       | 30. Keego Harbor: W.Bloomfield<br>H. S. |
| 2. Ann Arbor H. S.                     | 31. Lake Orion H. S.                    |
| 3. Ann Arbor: University H.S.          | 32. Lincoln Park H. S.                  |
| 4. Auburn Heights: Avondale<br>H. S.   | 33. Manchester H. S.                    |
| 5. Belleville: Van Buren<br>Twp. H. S. | 34. Marine City H. S.                   |
| 6. Berkley H. S.                       | 35. Marysville H. S.                    |
| 7. Birmingham: Baldwin H.S.            | 36. Milan H. S.                         |
| 8. Bloomfield Hills School             | 37. Monroe H. S.                        |
| 9. Capac H. S.                         | 38. Mt. Clemens H. S.                   |
| 10. Carleton: Airport Com.Sch.         | 39. New Haven H. S.                     |
| 11. Center Line: Busch H.S.            | 40. Plymouth H.S.                       |
| 12. Chelsea H. S.                      | 41. Pontiac Senior H. S.                |
| 13. Clarkston H. S.                    | 42. Port Huron H. S.                    |
| 14. Dearborn H. S.                     | 43. Richmond H. S.                      |
| 15. Dearborn: Fordson H.S.             | 44. River Rouge H. S.                   |
| 16. Detroit: Denby H. S.               | 45. Rochester H. S.                     |
| 17. Detroit: Northwestern H.S.         | 46. Romeo H. S.                         |
| 18. Detroit: Redford Un. Sch.          | 47. Romulus H. S.                       |
| 19. Detroit: Wilbur Wright V.<br>H.S.  | 48. Royal Oak H. S.                     |
| 20. Dexter H. S.                       | 49. St. Clair H. S.                     |
| 21. Dundee H. S.                       | 50. St. Clair Shores: Lake-<br>view     |
| 22. Ferndale: Lincoln H.S.             | 51. St. Clair Shores: So.<br>Lake H. S. |
| 23. Garden City H. S.                  | 52. South Lyon: Lyon Twp.H.S.           |
| 24. Grosse Pointe H.S.                 | 53. Van Dyke: Fitzgerald H.S.           |
| 25. Hamtramck H. S.                    | 54. Van Dyke: Lincoln H. S.             |
| 26. Hazel Park H. S.                   | 55. Walled Lake H. S.                   |
| 27. Highland Park H. S.                | 56. Wayne H. S.                         |
| 28. Inkster H. S.                      | 57. Yale H. S.                          |
| 29. Inskter: Roosevelt H. S.           | 58. Ypsilanti H. S.                     |

Fig. 9. (Continued)

Southwestern Region

- |   |   |
|---|---|
| 1. Addison Community School                       | 32. Hopkins Twp. School                             |
| 2. Allegan H. S.                                  | 33. Hudson H. S.                                    |
| 3. Battle Creek: Lakeview H.S.                    | 34. Kalamazoo: Central H.S.                         |
| 4. Battle Creek Senior H.S.                       | 35. Kalamazoo: Western St.H.S.                      |
| 5. Belding H. S.                                  | 36. Leslie H. S.                                    |
| 6. Bellevue H. S.                                 | 37. Lyons H. S.                                     |
| 7. Benton Harbor H. S.                            | 38. Marshall H. S.                                  |
| 8. Buchanan H. S.                                 | 39. Middleville: Thornapple-Kellogg Rural Ag. Sch.  |
| 9. Byron Center: Byron Twp.Sch.                   | 40. Morenci H. S.                                   |
| 10. Caledonia Rural Ag. Sch.                      | 41. Nashville: Nashville--W.K.Kellogg Rural Ag.Sch. |
| 11. Cement City H. S.                             | 42. New Buffalo H. S.                               |
| 12. Charlotte H. S.                               | 43. Niles H. S.                                     |
| 13. Coldwater H. S.                               | 44. Olivet: Walton Twp.Un.Sch.                      |
| 14. Coloma H. S.                                  | 45. North Muskegon H. S.                            |
| 15. Comstock H. S.                                | 46. Onsted H. S.                                    |
| 16. Concord H.S.                                  | 47. Otsego H. S.                                    |
| 17. Coopersville H. S.                            | 48. Paw Paw H. S.                                   |
| 18. Delton Rural Ag. Sch.                         | 49. Portage Twp. H. S.                              |
| 19. Dimondale H. S.                               | 50. Portland H. S.                                  |
| 20. Dowagiac H. S.                                | 51. Quincy H. S.                                    |
| 21. E. Grand Rapids H. S.                         | 52. Ravenna H. S.                                   |
| 22. East Lansing H. S.                            | 53. Reading H. S.                                   |
| 23. Eaton Rapids H. S.                            | 54. Rockford H. S.                                  |
| 24. Edwardsburg Cons. Rural Ag. Sch.              | 55. St. Joseph H. S.                                |
| 25. Galesburg: Augusta Community Sch.             | 56. Saugatuck H. S.                                 |
| 26. Grand Rapids: Godwin Hts. H. S.               | 57. South Haven H. S.                               |
| 27. Grand Rapids: Kelloggs-ville H. S.            | 58. Three Oaks H. S.                                |
| 28. Grass Lake H. S.                              | 59. Three Rivers H. S.                              |
| 29. Hickory Corners: W. K. Kellogg Cons. Ag. Sch. | 60. Vermontville Rural Ag. Sch.                     |
| 30. Hillsdale H. S.                               | 61. Vicksburg Community Sch.                        |
| 31. Homer Community Sch.                          | 62. Woodland Twp. School                            |
|   | 63. Zeeland, H. S.                                  |

Upper Peninsula Region

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. Baraga H. S.                    | 9. Ironwood: Luther Wright H. S.      |
| 2. Bergland H. S.                  | 10. Kingsford: Edward Kingsford H. S. |
| 3. Crystal Falls H. S.             | 11. Marquette: Graveraet H.S.         |
| 4. Dollar Bay: Osceola Twp. H. S.  | 12. Mass: Greenland Twp. H.S.         |
| 5. Escanaba H. S.                  | 13. Menominee H. S.                   |
| 6. Harris: Bark River-Harris H. S. | 14. Munising H. S.                    |
| 7. Iron Mountain H. S.             | 15. Ontonagon H. S.                   |
| 8. Iron Mountain: Felch Twp. Sch.  | 16. Pickford H. S.                    |

Fig. 2. (Continued)

Upper Peninsula Region--Continued

17. Powers: Powers-Spalding H.S.
18. Rock H. S.
19. St. Ignace: LaSalle H. S.
20. Sault Ste. Marie H. S.
21. Stephenson H. S.
22. Trenary H. S.
23. Wakefield H. S.



School	Enrollment	School	Enrollment
<u>10% Sampled</u>		<u>25% Sampled</u>	
Albion College	1366	Adrian College	724
Calvin College	2015	Alma College	675
Central Mich. Univ.	6572	Aquinas College	894
Detroit Insti. of Tech.	2685	Emmanuel Missionary Col.	922
Eastern Mich. Univ.	6229	Hillsdale College	688
Ferris Institute	2483	Kalamazoo College	679
General Motors Insti.	2549	Madonna College	343
Hope College	1311	Mercy College	600
Lawrence Insti. of Tech.	1942	Nazareth College	411
Marygrove College	1040	Olivet College	459
Michigan Tech	3055	Siena Heights College	526
Michigan State Univ.	21874	<u>50% Sampled</u>	
Northern Mich. College	2121	None	---
University of Detroit	10809	<u>100% Sampled</u>	
University of Michigan	28117	Suomi College	146
Wayne State University	20326		
Western Mich. Univ.	9814		

Fig. 10. List of Institutions as Sampled  
Indicating all Degree Credit Enrollments

Source: Hazel C. Poole and Leah W. Ramsey, United States Department of Health, Education, and Welfare. Washington, D. C.: Government Printing Office, 1959.

For many years it has been my privilege to serve as a high school counselor and principal. The institutions with which I have been associated have worked very diligently to follow the suggestions of the Michigan Secondary School-College Agreement. There has been considerable interest evidenced on the part of college and university officials as to how the agreement was working with particular reference to the college admissions offices.

It is my assumption that the college admissions officials would be interested in knowing more about the impact of the college agreement. Therefore, I am requesting an interview with you, or an assistant designated by you, who has been at your institution during a major portion of the time the agreement has been in effect.

Realizing how valuable your time is, and in order to enable me to review our talk, I would like to record our interview on tape. All information would be kept strictly confidential. The final report would not contain any reference to individuals by name or place. All responses will be compiled and treated statistically as a group.

Also, in order to complete the second part of this study, I will need the use of a faculty directory for your institution. Would you be so kind as to make one available to me at the time of my interview.

I would appreciate it if you could see me on October 16, if this can be arranged on your schedule. The interview should not take more than thirty minutes.

A summary report will be made available upon completion of my study.

Sincerely yours,

Mel C. Buschman, Director  
M.S.U. Continuing Education Center

MCB:sa

Address: 148 Ransom, N.E.  
Grand Rapids, Michigan

Fig. 11. Letter to Admissions Officers Requesting Interview.

## INTERVIEW QUESTIONS WITH TOTAL RESPONSES

This is a research project dealing with admissions to Michigan colleges to determine what the effects of the Michigan Secondary School-College Agreement have been on the twenty-nine signatory four-year colleges and universities.

1. Were you on the staff here at \_\_\_\_\_ at the time your institution signed the Michigan Secondary School-College Agreement?
  1. Yes - 21
  2. No - 8
  - a. In what capacity?
    1. Registrar - 11
    2. Admissions Officer - 3
    3. Others - 7
    4. Not required - 8
  - b. How would you summarize your admissions policy?
    1. Greatly affected - 0
    2. Moderately affected - 6
    3. Little affected - 6
    4. Not affected - 19
    5. No answer - 1
2. Would you say your admissions policy is any different from other Michigan colleges?
  1. Yes - 21
  2. No - 8
  - a. In what way does it differ?
    1. Curriculum requirements - 6
    2. Religious requirements - 6
    3. Scholastic requirements - 11
    4. Financial requirements - 2
    5. Not required - 4
  - b. Why?
    1. Nature of school - 11
    2. Policy of admission - 12
    3. Physical facilities - 1
    4. Not required - 5
3. Is your policy of admission more restrictive than other Michigan colleges?
  1. Yes - 9
  2. No - 10
  3. Partially - 5
  4. No answer - 5

Fig. 12. The Interview Questions

Fig. 12. (Continued)

- a. What per cent do you admit from the lower 1/3 of the graduating class? (high school)
  1. None - 3
  2. Minority - 17
  3. Majority - 0
  4. No data - 0
- b. What per cent do you admit from the middle 1/3 of the graduating class? (high school)
  1. None - 2
  2. Minority - 10
  3. Majority - 8
  4. No data - 9
- c. What per cent do you admit from the upper 1/3 of the graduating class? (high school)
  1. None - 1
  2. Minority - 8
  3. Majority - 12
  4. No data - 8
- d. Do you make any exceptions?
  1. Yes - 8
  2. No - 5
  3. No answer - 16
3. What exceptions?
  1. Aptitude - 9
  2. Personal interview - 0
  3. Not required - 20
4. Have you collected data that supports this position?
  1. Yes - 16
  2. No - 13
  - a. Do you still collect this data?
    1. Yes - 16
    2. No - 13
5. Do you keep records of the College Agreement admissions separate from the other?
  1. No - 29
  2. Yes - 0
6. In your opinion what kind of record does the College Agreement student make generally?
 

Good \_\_\_\_\_ average \_\_\_\_\_ poor \_\_\_\_\_

  1. Excellent - 0
  2. Satisfactory - 5
  3. Unsatisfactory - 1
  4. No record - 23

Fig. 12. (Continued)

7. How does his record compare with the Non-Agreement student?
  1. Better than - 0
  2. Same as - 7
  3. Poorer than - 0
  4. None required - 8
  5. No answer - 14
8. Do you feel that the member high schools have modified in any way the preparation of their college bound student as a result of the College Agreement?
  1. Yes - 13
  2. No - 7
  3. No answer - 9
  - a. If yes, in what way?
    1. Curricular change - 10
    2. Instructor improvement - 1
    3. Improved guidance activities - 2
    4. Not required - 16
9. Has your institution made any recommendations to high schools for modifying their preparation of students for college?
  1. Yes - 15
  2. No - 14
10. In your opinion do you think any changes in college teaching methods have resulted from the Agreement?
  1. Yes - 4
  2. No - 18
  3. No answer - 7
  - a. If yes, what changes?
    1. Different methods - 3
    2. Instructor improvement - 0
    3. Improved guidance activities - 1
    4. Not required - 25
11. Has there been any change in the degree of understanding between colleges and high schools regarding admission policies since the Agreement?
  1. Yes - 21
  2. No - 8
  - a. If yes, in what way?
    1. More clear - 16
    2. More definite - 2
    3. More liberal - 1
    4. No answer - 10
  - b. If no, why not?

## Fig. 12. (Continued)

12. Have you participated in high school principal-freshmen conferences?
  1. Yes - 18
  2. No - 11
  - a. What is your opinion of them?
    1. Valuable - 20
    2. Not valuable - 2
    3. Unfamiliar - 1
    4. No answer - 6
13. Has your admissions policy been changed since the beginning of the Agreement?
  1. Yes - 21
  2. No - 8
14. Do you feel there is any need for change in the Agreement since it has been operating for some time?
  1. Yes - 10
  2. No - 9
  3. No opinion - 6
  4. Eliminate - 4
  - a. If yes, in what way?
    1. Re-evaluate - 8
    2. Change title - 2
    3. Change statement of objectives - 1
    4. Closer inspection of use - 1
    5. Not required - 17
15. Do you feel that the Agreement was interpreted in essentially the same way by all Michigan college admissions offices, or have there been differences in interpretation?
  1. Yes - 17
  2. No - 8
  3. No opinion - 4
  - a. What were the factors that led to different interpretation?
    1. Individual interpretation - 12
    2. Not required - 17
16. In general, what is your opinion of the Agreement at this time?
  1. Desirable - 17
  2. Undesirable - 4
  3. No opinion - 5
  4. No answer - 3

## Fig. 12. (Continued)

- a. What is of value?
  - 1. Better cooperation - 3
  - 2. Curricular improvements - 1
  - 3. Entire Agreement - 12
  - 4. No opinion - 5
  - 5. Not required - 8
- b. What is undesirable?
  - 1. Lack of inspection - 2
  - 2. Lack of determining responsibility - 9
  - 3. Entire Agreement - 0
  - 4. No opinion - 10
  - 5. Not required - 8
- 17. How is the admission of the marginal student (minimum or less than minimum qualified student) handled?
  - 1. Admitted - 29
  - 2. Not admitted - 0
  - 3. No answer - 0
  - 1. Probation status - 6
  - 2. Test and interview - 18
  - 3. Committee recommendations - 5
- 18. Have you met with the high schools in any of the planned Agreement meetings?
  - 1. Yes - 13
  - 2. No - 16
  - a. How often?
    - 1. Five or more - 10
    - 2. Less than five - 3
    - 3. None - 16
  - b. When was the latest meeting attended?
    - 1. Zero to two years - 10
    - 2. Three to five years - 2
    - 3. Over five years - 1
    - 4. None - 16
- 19. What suggestions would you make for changes in the Agreement?
  - 1. Re-evaluate Agreement - 8
  - 2. Stress responsibilities - 1
  - 3. More guidance - 1
  - 4. None - 8
  - 5. No answer - 11
- 20. Should the Agreement be continued?
  - 1. Yes - 17
  - 2. No - 10
  - 3. No opinion - 2

Question I.

Item 1 1-Yes  
2-No

Item 2 1-Registrar  
2-Admissions Officer  
3-Others  
4-Not required

Item 3 1-Greatly affected  
2-Moderately affected  
3-Little affected  
4-Not affected  
5-No answer

Question II.

Item 4 1-Yes  
2-No

Item 5 1-Curriculum require-  
ments  
2-Religious require-  
ments  
3-Scholastic require-  
ments  
4-Financial require-  
ments  
5-Not required

Item 6 1-Nature of school  
2-Policy of admission  
3-Physical facilities  
4-Not required

Question III.

Item 7 1-Yes  
2-No  
3-Partially  
4-No answer

Item 8 1-None  
2-Minority  
3-Majority  
4-No data

Item 9 1-None  
2-Minority  
3-Majority  
4-No data

Item 10 1-None  
2-Minority  
3-Majority  
4-No data

Item 11 1-Yes  
2-No  
3-No answer

Item 12 1-Aptitude  
2-Personal interview  
3-Not required

Question IV.

Item 13 1-Yes  
2-No

Item 14 1-Yes  
2-No

Question V.

Item 15 1-Yes  
2-No

Question VI.

Item 16 1-Excellent  
2-Satisfactory  
3-Unsatisfactory  
4-No record

Question VII.

Item 17 1-Better than  
2-Same as  
3-Poorer than  
4-None required  
5-No answer

Question VIII.

Item 18 1-Yes  
2-No  
3-No answer

Fig. 13. Code for Interview Questions



## Fig. 13. (Continued)

- Item 19 1-Curricular change  
2-Guidance procedures  
3-Improved teaching methods  
4-Not required

Question IX.

- Item 20 1-Yes  
2-No

Question X.

- Item 21 1-Yes  
2-No  
3-No answer
- Item 22 1-Different methods  
2-Instructor improvement  
3-Improved guidance activities  
4-Not required

Question XI.

- Item 23 1-Yes  
2-No
- Item 24 1-More clear  
2-More definite  
3-More liberal  
4-No answer

Question XII.

- Item 25 1-Yes  
2-No
- Item 26 1-Valuable  
2-Not valuable  
3-Unfamiliar  
4-No answer

Question XIII.

- Item 27 1-Yes  
2-No
- Item 28 1-Because of Agreement  
2-Not because of Agreement  
3-None required

Question XIV.

- Item 29 1-Yes  
2-No  
3-No opinion  
4-Eliminate
- Item 30 1-Re-evaluate  
2-Change title  
3-Change statement of objectives  
4-Closer inspection of use  
5-Not required

Question XV.

- Item 31 1-Yes  
2-No  
3-No opinion
- Item 32 1-Individual interpretation  
2-Not required

Question XVI.

- Item 33 1-Desirable  
2-Undesirable  
3-No opinion  
4-No answer
- Item 34 1-Better cooperation  
2-Curricular improvements  
3-Entire Agreement  
4-No opinion  
5-Not required
- Item 35 1-Lack of inspection  
2-Lack of determining responsibility  
3-Entire Agreement  
4-No opinion  
5-Not required

Question XVII.

- Item 36 1-Admitted  
2-Not admitted  
3-No answer

Fig. 13. (Continued)

- Item 37 1-Probation status  
 2-Test and interview  
 3-Committee recommendations

Question XVIII.

- Item 38 1-Yes  
 2-No

- Item 39 1-Five or more  
 2-Less than five  
 3-None

- Item 40 1-Zero to two years  
 2-Three to five years  
 3-Over five years  
 4-None

Question XIX.

- Item 41 1-Re-evaluate Agreement  
 2-Stress responsibilities  
 3-More guidance  
 4-None  
 5-No answer

Question XX.

- Item 42 1-Yes  
 2-No  
 3-No opinion

Question XXI.

- Item 43 1-Yes  
 2-No  
 3-No answer

Question XXII.

- Item 44 1-Yes  
 2-No  
 3-No answer

QUESTIONNAIRE FOR COLLEGE FACULTY AND ADMINISTRATORS  
WITH TOTAL RESPONSES

This is a research project dealing with admissions to Michigan Colleges to determine what the effects of the Michigan Secondary School-College Agreement have been on the twenty-nine signatory four-year colleges and universities.

1. Have you ever heard of the "Michigan Secondary School-College Agreement?"
  1. Yes - 178
  2. No - 272
  - a. If yes, what do you understand the purposes to be?
    1. Thorough understanding - 5
    2. Fair understanding - 36
    3. Poor understanding - 68
    4. No understanding - 341
2. Have the purposes of the Agreement ever been discussed in your departmental meetings?
  1. Yes - 31
  2. No - 419
3. Have you made any changes in your methods of teaching as a result of your institution belonging to the Agreement?
  1. Yes - 11
  2. No - 439
  - a. If yes, what changes?
    1. Many - 0
    2. Some - 10
    3. None - 440
4. Has there been any change in institutional policy as a result of your institution belonging in the Agreement?
  1. Yes - 28
  2. No - 420
  3. Uncertain- 2
5. To your knowledge was the faculty consulted about the Agreement before your institution signed the Agreement?
  1. Yes - 29
  2. No - 421
6. Have any benefits accrued from your institutions belonging to the Agreement?
  1. Many - 1
  2. Some - 17
  3. None - 432

Fig. 14. The Questionnaire

Fig. 14. (Continued)

- a. If yes, what benefits?
  - 1. Not required - 432
  - 2. More opportunity for college - 4
  - 3. Simplify admissions - 5
  - 4. Better communications - 8
  - 5. Curriculum - 1

For many years it has been my privilege to serve as a high school counselor and principal. The institutions with which I have been associated have worked very diligently to follow the suggestions of the Michigan Secondary School-College Agreement.

I am conducting a research project to determine how the admissions officers of the colleges were affected by this same agreement. To make the study complete, I need to know the role college instructors have played in relation to the college agreement.

You will find enclosed a questionnaire dealing with this subject. I would be most appreciative if you would answer these few questions now, and return the completed questionnaire in the enclosed envelope as soon as possible.

For a research project to have real meaning, it is important that the data be complete. In order to get valid answers to this problem, it will be necessary to have all the questionnaires returned.

If you are interested in the results of this study, an abstract will be sent to your college admissions office.

Thank you for your cooperation.

Respectfully,

Mel C. Buschman  
Director of the Project

Enclosures (2)

Fig. 15. Cover Letter for the Questionnaire

Dear Professor:

During the past few weeks you received a questionnaire dealing with the Michigan Secondary School-College Agreement. As yet I have not received your reply. Would you kindly fill it out and return it to me.

If you have already returned the above, please disregard this notice.

Thank you,

Mel C. Buschman

Fig. 16. Reminder Card for the Questionnaire

Dear Professor:

How does a researcher approach a person like yourself when he needs to find out information to complete his study? A questionnaire dealing with the Michigan Secondary School-College Agreement was sent to you in the fall, and you have been contacted at least twice since that time.

There are probably many different reasons why the non-respondents did not answer my questionnaire, such as illness, out of the country, felt it unimportant, or assumed that they should know about the Agreement and didn't, and were embarrassed to say so.

I want to assure you again, with all of the professional ethics I can muster, that your answers are absolutely confidential.

I do, however, need an answer to at least the first question on the questionnaire. Would you be so kind as to return this information in order for me to complete the study.

Sincerely yours,

Mel C. Buschman

-----  
TEAR OFF

Have you ever heard of the "Michigan Secondary School-College Agreement?"

a. If yes, what do you understand the purposes to be?

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Fig. 17. Personal Letter to Non-Respondents

## APPENDIX B



TABLE 13

## CODED RESPONSES FROM INTERVIEWS

Ques- tion										
	1	2	3	4	5	6	7	8	9	10
Item	1	2	3	4	5	6	7	8	9	10
1	1	5	10	3	4	6	7	8	9	2
2	1	4	2	1	2	4	4	1	1	3
3	1	3	3	1	2	2	2	1	1	2
4	1	3	4	2	2	4	5	1	2	4
5	1	1	3	1	2	4	4	1	1	4
6	1	1	3	1	2	4	5	1	1	4
7	1	1	3	1	2	4	5	1	1	4
8	1	1	3	1	2	4	5	1	1	4
9	1	1	3	1	2	4	5	1	1	4
10	1	1	3	1	2	4	5	1	1	4
11	1	1	3	1	2	4	5	1	1	4
12	1	1	3	1	2	4	5	1	1	4
13	1	1	3	1	2	4	5	1	1	4
14	1	1	3	1	2	4	5	1	1	4
15	1	1	3	1	2	4	5	1	1	4
16	1	1	3	1	2	4	5	1	1	4
17	1	1	3	1	2	4	5	1	1	4
18	1	1	3	1	2	4	5	1	1	4
19	1	1	3	1	2	4	5	1	1	4
20	1	1	3	1	2	4	5	1	1	4
21	1	1	3	1	2	4	5	1	1	4
22	1	1	3	1	2	4	5	1	1	4
23	1	1	3	1	2	4	5	1	1	4
24	1	1	3	1	2	4	5	1	1	4
25	1	1	3	1	2	4	5	1	1	4
26	1	1	3	1	2	4	5	1	1	4
27	1	1	3	1	2	4	5	1	1	4
28	1	1	3	1	2	4	5	1	1	4
29	1	1	3	1	2	4	5	1	1	4
30	1	1	3	1	2	4	5	1	1	4
31	1	1	3	1	2	4	5	1	1	4
32	1	1	3	1	2	4	5	1	1	4
33	1	1	3	1	2	4	5	1	1	4
34	1	1	3	1	2	4	5	1	1	4
35	1	1	3	1	2	4	5	1	1	4
36	1	1	3	1	2	4	5	1	1	4
37	1	1	3	1	2	4	5	1	1	4
38	1	1	3	1	2	4	5	1	1	4
39	1	1	3	1	2	4	5	1	1	4
40	1	1	3	1	2	4	5	1	1	4
41	1	1	3	1	2	4	5	1	1	4
42	1	1	3	1	2	4	5	1	1	4
43	1	1	3	1	2	4	5	1	1	4
44	1	1	3	1	2	4	5	1	1	4
45	1	1	3	1	2	4	5	1	1	4
46	1	1	3	1	2	4	5	1	1	4
47	1	1	3	1	2	4	5	1	1	4
48	1	1	3	1	2	4	5	1	1	4
49	1	1	3	1	2	4	5	1	1	4
50	1	1	3	1	2	4	5	1	1	4
51	1	1	3	1	2	4	5	1	1	4
52	1	1	3	1	2	4	5	1	1	4
53	1	1	3	1	2	4	5	1	1	4
54	1	1	3	1	2	4	5	1	1	4
55	1	1	3	1	2	4	5	1	1	4
56	1	1	3	1	2	4	5	1	1	4
57	1	1	3	1	2	4	5	1	1	4
58	1	1	3	1	2	4	5	1	1	4
59	1	1	3	1	2	4	5	1	1	4
60	1	1	3	1	2	4	5	1	1	4
61	1	1	3	1	2	4	5	1	1	4
62	1	1	3	1	2	4	5	1	1	4
63	1	1	3	1	2	4	5	1	1	4
64	1	1	3	1	2	4	5	1	1	4
65	1	1	3	1	2	4	5	1	1	4
66	1	1	3	1	2	4	5	1	1	4
67	1	1	3	1	2	4	5	1	1	4
68	1	1	3	1	2	4	5	1	1	4
69	1	1	3	1	2	4	5	1	1	4
70	1	1	3	1	2	4	5	1	1	4
71	1	1	3	1	2	4	5	1	1	4
72	1	1	3	1	2	4	5	1	1	4
73	1	1	3	1	2	4	5	1	1	4
74	1	1	3	1	2	4	5	1	1	4
75	1	1	3	1	2	4	5	1	1	4
76	1	1	3	1	2	4	5	1	1	4
77	1	1	3	1	2	4	5	1	1	4
78	1	1	3	1	2	4	5	1	1	4
79	1	1	3	1	2	4	5	1	1	4
80	1	1	3	1	2	4	5	1	1	4
81	1	1	3	1	2	4	5	1	1	4
82	1	1	3	1	2	4	5	1	1	4
83	1	1	3	1	2	4	5	1	1	4
84	1	1	3	1	2	4	5	1	1	4
85	1	1	3	1	2	4	5	1	1	4
86	1	1	3	1	2	4	5	1	1	4
87	1	1	3	1	2	4	5	1	1	4
88	1	1	3	1	2	4	5	1	1	4
89	1	1	3	1	2	4	5	1	1	4
90	1	1	3	1	2	4	5	1	1	4
91	1	1	3	1	2	4	5	1	1	4
92	1	1	3	1	2	4	5	1	1	4
93	1	1	3	1	2	4	5	1	1	4
94	1	1	3	1	2	4	5	1	1	4
95	1	1	3	1	2	4	5	1	1	4
96	1	1	3	1	2	4	5	1	1	4
97	1	1	3	1	2	4	5	1	1	4
98	1	1	3	1	2	4	5	1	1	4
99	1	1	3	1	2	4	5	1	1	4
100	1	1	3	1	2	4	5	1	1	4

Schools

Private

Public



TABLE 14  
CODED RESPONSES TO THE QUESTIONNAIRE FROM COLLEGE FACULTIES

Ques- tion		1					2					3				
Item		1					2					3				
Ans- wer		1					2					3				
		1					2					3				
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		1														

TABLE 14--Continued

Ques- tion	4				5				6			
	7				8				9			
item	6	2	3	1	2	1	4	1	2	3	1	2
Ans- wer	1	2	3	1	2	3	4	1	2	3	1	2
1	3	5	0	0	2	7	5	2	6	7	7	0
2	3	6	0	0	1	0	6	1	8	7	7	0
3	0	6	0	0	0	0	6	0	6	6	6	0
4	7	106	0	1	4	109	106	4	109	110	110	1
5	0	5	0	0	0	5	5	0	5	5	5	0
6	2	5	1	1	1	7	6	1	7	7	7	1
7	3	78	0	1	6	75	79	6	75	78	78	0
8	0	54	0	1	0	54	54	0	54	52	52	0
9	1	15	0	0	0	16	15	0	16	15	15	1
1	0	7	0	0	2	5	7	2	5	7	7	0
2	1	8	0	0	1	8	8	1	8	8	8	1
3	3	5	0	1	5	3	5	5	3	6	6	1
4	1	3	0	1	0	4	3	0	4	4	4	0
5	0	5	0	0	1	4	5	0	4	5	5	0
6	0	5	0	0	0	5	5	0	5	5	5	0
7	0	9	0	0	0	9	9	0	9	9	9	0
8	0	12	0	0	0	12	12	0	12	12	12	0
9	0	7	0	0	0	7	7	0	7	6	6	0
10	1	6	0	0	0	7	6	0	7	7	7	0
11	1	12	0	0	2	11	12	2	11	13	13	0
12	0	3	0	0	0	3	3	0	3	3	3	0
13	0	3	0	0	0	3	3	0	3	3	3	0
14	0	6	0	0	0	6	6	0	6	6	6	0
15	1	5	0	0	1	5	5	1	5	6	6	0
16	0	8	0	0	0	8	8	0	8	8	8	0
17	0	4	1	0	0	5	4	0	5	5	5	0
18	0	4	0	0	0	5	4	0	5	5	5	0
19	1	5	0	0	3	4	5	3	4	3	3	0
20	0	24	0	0	0	24	23	0	24	24	24	0

Schools

Public

Private

TABLE 15

TEST OF INDEPENDENCE BETWEEN EASTERN LISTING DATES OF  
APPOINTMENT AND ALMA NOT LISTING DATES OF APPOINTMENT

Category	Eastern I	Alma II	Total	$\frac{X_{11}^2}{(X_{11} + X_{12})}$
1-1	0	0	0	0
1-2	1	3	4	1/4
1-3	2	4	6	4/6
1-4	5	0	5	24/5
2-4	0	2	2	0
TOTAL	8	9	17	71/12

$$x^2 = \frac{11664}{1596} = 7.31$$

TABLE 16

TEST OF INDEPENDENCE BETWEEN CENTRAL LISTING DATES OF  
APPOINTMENT AND NORTHERN NOT LISTING DATES OF APPOINTMENT

Category	Central I	Northern II	Total	$\frac{X_{11}^2}{(X_{11} + X_{12})}$
1-1	0	1	1	0
1-2	2	0	2	4/2
1-3	4	3	7	16/7
1-4	2	3	5	4/5
2-4	0	1	1	0
TOTAL	8	8	16	178/35

$$x^2 = \frac{22890}{7170} = 3.19$$

TABLE 17

TEST OF INDEPENDENCE BETWEEN FERRIS LISTING DATES OF  
APPOINTMENT AND MICHIGAN TECH NOT LISTING DATES OF  
APPOINTMENT

Category	Ferris I	Michigan Tech II	Total	$\frac{x_{11}^2}{(x_{11} + x_{12})}$
1-1	0	0	0	0
1-2	1	2	3	1/3
1-3	2	0	2	4/2
1-4	0	0	0	0
2-4	3	3	6	9/6
TOTAL	6	5	11	23/6

$$x^2 = \frac{258}{55} = 4.69$$

TABLE 18

TEST OF INDEPENDENCE BETWEEN SUOMI LISTING DATES OF  
APPOINTMENT AND AQUINAS NOT LISTING DATES OF APPOINTMENT

Category	Suomi I	Aquinas II	Total	$\frac{x_{11}^2}{(x_{11} + x_{12})}$
1-1	0	0	0	0
1-2	1	2	3	1/3
1-3	1	0	1	1/1
1-4	0	1	1	0
2-4	2	1	3	4/3
TOTAL	4	4	8	8/3

$$x^2 = \frac{16}{6} = 2.66$$

TABLE 19

TEST OF INDEPENDENCE BETWEEN OLIVET LISTING DATES OF  
APPOINTMENT AND CALVIN NOT LISTING DATES OF APPOINTMENT

Category	Olivet I	Calvin II	Total	$\frac{X_{11}^2}{(X_{11} + X_{12})}$
1-1	0	0	0	0
1-2	0	1	1	0
1-3	2	1	3	4/3
1-4	2	2	4	4/4
2-4	1	1	2	1/2
TOTAL	5	5	10	10/6

$$X^2 = \frac{198}{40} = 4.95$$

TABLE 20

TEST OF INDEPENDENCE BETWEEN ALBION LISTING DATES  
OF APPOINTMENT AND MARYGROVE NOT LISTING DATES  
OF APPOINTMENT

Category	Albion I	Marygrove II	Total	$\frac{X_{11}^2}{(X_{11} + X_{12})}$
1-1	1	0	1	1/1
1-2	0	0	0	0
1-3	3	1	4	9/4
1-4	2	2	4	4/4
2-4	3	3	6	9/6
TOTAL	9	6	15	23/4

$$X^2 = \frac{304}{77} = 3.95$$

TABLE 21

TEST OF INDEPENDENCE BETWEEN HOPE LISTING DATES OF  
APPOINTMENT AND SIENA HEIGHTS NOT LISTING DATES  
OF APPOINTMENT

Category	Hope	Siena Heights	Total	$X_{11}^2$
	I	II		$(X_{11} + X_{12})$
1-1	0	0	0	0
1-2	0	0	0	0
1-3	0	2	2	0
1-4	3	1	4	9/4
2-4	4	2	6	16/6
TOTAL	7	5	12	59/12

$$x^2 = \frac{720}{85} = 8.47$$

TABLE 22

TEST OF INDEPENDENCE BETWEEN PUBLIC AND PRIVATE  
AND PRIVATE INSTITUTION'S ADMISSIONS POLICIES  
REGARDING RECORDS OF AGREEMENT AND NON-  
AGREEMENT STUDENTS

Item 15

Category	Type of Institution	
	Public	Private
Yes	0	0
No	9	20
TOTAL	9	20

$$x^2 = \frac{210.25}{180} = 1.17$$



TABLE 23

TEST OF INDEPENDENCE BETWEEN PUBLIC AND PRIVATE  
INSTITUTIONS REGARDING CHANGES IN INSTRUCTIONAL  
POLICIES

Item 21

Category	Type of Institution	
	Public	Private
Yes	1	3
No	7	11
TOTAL	8	14
No answer	1	6

$$x^2 = \frac{11}{4040} = 0.00272$$

TABLE 24

TEST OF INDEPENDENCE BETWEEN PUBLIC AND PRIVATE  
INSTITUTIONS REGARDING THE TYPE OF CHANGE MADE  
IN INSTRUCTIONAL POLICIES

Item 22

Category	Type of Institution	
	Public	Private
Yes	1	3
No	8	17
TOTAL	9	20

$$x^2 = \frac{1630}{18000} = 0.0906$$

TABLE 25

TEST OF INDEPENDENCE BETWEEN PUBLIC AND PRIVATE  
INSTITUTIONS REGARDING THE CAUSE OF ADMISSIONS  
POLICY CHANGE  
Item 28

Category	Type of Institution	
	Public	Private
Yes	2	2
No	4	11
TOTAL	6	13
Not required	3	7

$$\chi^2 = \frac{386}{4680} = 0.0824$$

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