

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

UNIVERSITY OF CINCINNATI

June 1942

I hereby recommend that the thesis prepared under my supervision by ERNEST HOMER WARD entitled ADMISSION TO ADVANCED STANDING IN THE COLLEGES AND UNIVERSITIES OF OHIO

be accepted as fulfilling this part of the requirements for the degree of DOCTOR OF EDUCATION

Approved by:

Carter V. Good
Charles St. Johnson
L. A. Hechstein

ADMISSION TO ADVANCED STANDING IN THE
COLLEGES AND UNIVERSITIES OF OHIO

A dissertation submitted to

The Graduate Faculty of the Teachers College
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

UNIVERSITY OF CINCINNATI
1948

by

Ernest Homer Ward
A. B. Marietta College 1927
M. A. Ohio State University 1937

UMI Number: DP16127

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform DP16127
Copyright 2009 by ProQuest LLC
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

ACKNOWLEDGMENT

This study was made possible through the generous cooperation of the Ohio College Association.

Thanks for helpful advice and guidance are extended to the members of the writer's dissertation committee at the University of Cincinnati: Dr. Carter V. Good, chairman of the Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association, and chairman of the dissertation committee; Dean L. A. Pechstein; and Dr. C. W. Johnson.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
 Chapter	
I. STATEMENT OF THE PROBLEM	1
The Purpose of the Study.....	1
The Problem.....	1
Delimitation of the Study.....	2
Types of Institutions Included in Study.....	3
The Procedure of the Study.....	3
The Need for the Study.....	6
II. RELATED LITERATURE	9
Types of Transfer Students.....	10
Specific Classes of Transfer Students.....	12
Numbers of Transfer Students.....	16
Administrative Organization to Evaluate Transfer Credit.....	17
Marks of Transfer Students.....	18
Evaluation of Transfer Credit.....	21
History of the Ohio Committee.....	25
Summary of Chapter II.....	30
III. A STATE EXAMINING BOARD	32
Establishing a State Board.....	32
Reduction of Number of Collegiate Years.....	47
Extent of Examinations.....	50
Extent of Accrediting.....	52
Evaluation of Army Service.....	59
Superior High School Pupils.....	64
Summary of Chapter III.....	67
IV. TRANSFER PROCEDURES	69
Number of Transfers.....	69
National and Regional Accrediting Associations.....	74
Non-recognized Academic Schools.....	78
Credits from Marginal Institutions.....	83
Evaluation of Foreign Credit.....	105
Evaluation of Excess High School Units.....	110
Appraising the Work of Students Taught by Private Teachers.....	114
Summary of Chapter IV.....	119

Chapter	Page
V. ADMISSION TO ADVANCED STANDING BY EXAMINATION.....	122
Credit Hours Accepted by Accredited Institutions.....	122
Examinations as an Avenue to Advanced Standing.....	125
Examination Areas.....	128
Evaluating the Examinations.....	132
The Examinations.....	142
Credit by Examination and Fees.....	150
Credit by Examination and Tuition.....	155
Compensation for the Examiner.....	159
Examination Files.....	163
Summary of Chapter V.....	169
VI. MISCELLANEOUS PROBLEMS OF EVALUATION.....	171
Credits for Parallel Courses.....	171
Loss of Credit Within the Same Institution.....	174
Marks and Transfer of Credit.....	176
Curriculum Changes.....	180
Semester Load and Extension Credit.....	180
Survey or Orientation Courses.....	186
Credit from Non-Accredited Sources.....	188
Sources of Information for Evaluation.....	188
Responsibility for Advanced Standing.....	190
Transcript Information.....	191
Rules Governing Advanced Standing.....	193
Summary of Chapter VI.....	195
VII. SUMMARY AND CONCLUSIONS.....	198
Restatement of the Problem, Sources, and Procedures..	198
Summary and Conclusions.....	201
Limitations.....	204
Recommendations.....	205
Problems for Further Study.....	206
BIBLIOGRAPHY.....	208
APPENDIX.....	215

LIST OF TABLES

Table	Page
I. Categories of Institutions Included in This Study: According to Type of Control, Size of Institution, and Accreditation.....	4
II. Attitude of Ohio Institutions Reporting, Toward the Creation of a State Examining Board: According to Type of Control, Size of Institution, and Accreditation..	33
III. Attitude of Ohio Institutions Responding, Toward the Ohio College Association Having Control of a State Examining Board: According to Type of Control, Size of Institution, and Accreditation.....	36
IV. Attitude of Ohio Institutions, Concerning Value of a State Examining Board as a More Scientific Way to Evaluate Transfer Credit: According to Type of Control, Size of Institution, and Accreditation.....	39
V. Opinions of Ohio Institutions Reporting, Concerning Financial Support of Examining Board: According to Type of Control, Size of Institution, and Accreditation..	42
VI. Attitude of Ohio Institutions Reporting, Toward Examinations to be Offered Locally: According to Type of Control, Size of Institution, and Accreditation.....	44
VII. Opinions of Ohio Institutions Reporting that a State Examining Board Would Eliminate the Major Accrediting Problems: According to Type of Control, Size of Institution, and Accreditation.....	45
VIII. Attitude of Ohio Institutions Responding, Toward Reducing the Number of Years Necessary for Securing a College Education: According to Type of Control, Size of Institution, and Accreditation.....	48
IX. Opinions of Ohio Institutions Responding that a State Examining Board Place a Maximum Value on Demonstrated Proficiency: According to Type of Control, Size of Institution, and Accreditation.....	51
X. Attitude of Ohio Institutions Responding that a State Examining Board Should Evaluate Credit from Non-accredited Schools: According to Type of Control, Size of Institution, and Accreditation.....	53
XI. Reactions of Ohio Institutions Responding, Toward Permitting a State Examining Board to Evaluate Skills Acquired from Non-academic Sources: According to Type of Control, Size of Institution, and Accreditation.....	56

Table	Page
XII. Attitude of Ohio Institutions Responding, that a State Examining Board Evaluate Transfer Problems Within the Institution: According to Type of Control, Size of Institution, and Accreditation.....	58
XIII. Attitude of Ohio Institutions Reporting, Toward a State Examining Board to Evaluate Skills Acquired During Army Service: According to Type of Control, Size of Institution, and Accreditation.....	60
XIV. Reactions of Ohio Institutions Responding, Toward Granting Returning Army Trainees One Year of Advanced Standing: According to Type of Control, Size of Institution, and Accreditation.....	63
XV. Opinions of Ohio Institutions with Regard to Motivation of Superior High School Pupils Through a Knowledge of the Examination Avenue to Advanced Standing: According to Type of Control, Size of Institution, and Accreditation.....	66
XVI. Number of Transfer Students Accepted and Rejected (1941) by Ohio Institutions: According to Type of Control, Size of Institution, and Accreditation.....	71
XVII. Number of Transfer Students Accepted and Rejected by Ohio Institutions (1941): According to Number of Admissions Per Year.....	73
XVIII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Non-recognized Academic Schools: According to Type of Control of School.....	79
XIX. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Non-recognized Academic Schools: According to Size of Institution.....	81
XX. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Non-recognized Academic Schools: According to Type of Accreditation.....	82
XXI. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: As Used by State Universities.....	84
XXII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: As Used by Municipal Universities.....	86
XXIII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: As Used by Private Colleges and Universities.....	87
XXIV. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: As Used by Church Institutions.....	89

Table	Page
XXV. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 3000 or Over.....	92
XXVI. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 2000 to 2999.....	94
XXVII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 1000 to 1999.....	95
XXVIII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 500 to 999.....	97
XXIX. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 250 to 499.....	98
XXX. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: Enrollments of 1 to 249.....	100
XXXI. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: According to Accredited Colleges.....	102
XXXII. Ohio Institutional Methods of Admitting to Advanced Standing the Students from Marginal Institutions: According to Non-accredited Schools.....	104
XXXIII. Ohio Institutional Methods of Accepting Transfer Credit from Foreign Universities: By Type of Institutional Control.....	107
XXXIV. Ohio Institutional Methods of Accepting Transfer Credit from Foreign Universities: According to Size of School.....	107
XXXV. Ohio Institutional Methods of Accepting Transfer Credit from Foreign Universities: By Type of Accreditation.....	109
XXXVI. Ohio Institutional Methods of Accepting Excess High School Credit for Admission to Advanced Standing: By Type of Institutional Control.....	111
XXXVII. Ohio Institutional Methods of Accepting Excess High School Credit for Admission to Advanced Standing: According to Size of Institution.....	112
XXXVIII. Ohio Institutional Methods of Accepting Excess High School Credit for Admission to Advanced Standing: According to Type of Accreditation.....	114

Table	Page
XXXIX. Ohio Institutional Methods of Accrediting Skills and Abilities for Admission to Advanced Standing, Acquired Through Private Tutoring: By Type of Institutional Control.....	115
XL. Ohio Institutional Methods of Accrediting Skills and Abilities Acquired from Private Tutoring, for Admission to Advanced Standing: According to Size of Institution.....	117
XLI. Ohio Institutional Methods of Accrediting Skills and Abilities Acquired from Private Tutoring, for Admission to Advanced Standing: According to Type of Accreditation.....	119
XLII. Total Number of Credit Hours Accepted by Transcript in Ohio from Accredited Institutions: According to Specific Degrees.....	123
XLIII. Total Number of Credit Hours Accepted by Transcript in Ohio from Accredited Institutions: According to Advanced Degrees.....	126
XLIV. Amount of Credit Toward Advanced Standing Which Can be Earned by Examination in Meeting Specific Degree Requirements in Ohio.....	127
XLV. Number of Ohio Schools and Specific Subject Areas in Which Examinations are Offered to Gain Admission to Advanced Standing: According to Type of Institutional Control.....	129
XLVI. Number of Ohio Schools and Specific Subject Areas in Which Examinations are Offered to Gain Admission to Advanced Standing: According to Size of Institution....	131
XLVII. Number of Ohio Schools and Specific Subject Areas in Which Examinations are Offered to Gain Admission to Advanced Standing: According to Accreditation.....	133
XLVIII. Methods Used by Ohio Institutions to Give, Score, and Review Examinations for Admission to Advanced Standing: According to Type of Institutional Control.....	135
XLIX. Methods Used by Ohio Institutions to Give, Score, and Review Examinations for Admission to Advanced Standing: According to Size of Institution.....	138
L. Methods Used by Ohio Institutions to Give, Score, and Review Examinations for Admission to Advanced Standing: According to Type of Accreditation.....	140
LI. Character of Examinations Used in Ohio for Determining Admission to Advanced Standing: According to Type of Institutional Control.....	143
LII. Character of Examinations Used for Determining Admission to Advanced Standing: According to Size of Ohio Institutions.....	145

Table	Page
LIIII. Character of Examinations Used for Determining Admission to Advanced Standing in Ohio: According to Type of Accreditation.....	147
LIV. Number of Ohio Institutions Charging a Fee for Examinations to Determine Admission to Advanced Standing: According to Type of Control, Size of Institution, and Accreditation.....	151
LV. Number of Ohio Institutions Offering Examinations and the Amount Charged Per Examination: According to Type of Control, Size of Institution, and Accreditation.....	153
LVI. Number of Ohio Institutions Offering Examinations and the Amount Charged Per Credit Hour: According to Type of Control, Size of Institution, and Accreditation.....	154
LVII. Number of Ohio Institutions Assessing the Same Examination Fee for all Subjects: According to Type of Control, Size of Institution, and Accreditation.....	156
LVIII. Number of Ohio Institutions Including Credit Gained by Examination in the 120 Hours for Graduation: According to Type of Control, Size of Institution, and Accreditation.....	157
LIX. Number of Ohio Institutions Charging Partial or Full Tuition Rates for Credit Earned by Examination and Accepted Toward Graduation Requirements: According to Type of Control, Size of Institution, and Accreditation.....	158
LX. Number of Ohio Institutions Charging Partial Tuition Rates for Credit Earned by Examinations and Accepted Toward Graduation Requirements: According to Type of Control, Size of Institution, and Accreditation.....	160
LXI. Number of Ohio Institutions Charging Full Tuition Rates for Credit Earned by Examination and Accepted Toward Graduation Requirements: According to Type of Control, Size of Institution, and Accreditation.....	161
LXII. Number of Ohio Institutions Compensating the Examiner for Administering Examinations: According to Type of Control, Size of Institution, and Accreditation.....	162
LXIII. Number of Ohio Institutions Keeping Copies of Examinations on File for Future Reference: According to Type of Control, Size of Institution, and Accreditation.....	164
LXIV. Number of Ohio Institutions that Keep Examination Files Open to all Professors: According to Type of Control, Size of Institution, and Accreditation.....	165

Table	Page
LXV. Number of Ohio Institutions that Keep Examination Files Open to all Students: According to Type of Control, Size of Institution, and Accreditation.....	167
LXVI. Number of Ohio Institutions that Permit Students to See Their Own Results: According to Type of Control, Size of Institution, and Accreditation.....	168
LXVII. Number of Ohio Institutions Transferring Only Parallel Courses for Credit: According to Type of Control, Size of Institution, and Accreditation.....	172
LXVIII. Approximate Number of Students Losing Transfer Credit Because Ohio Institutions Offer no Parallel Course: According to Type of Control, Size of Institution, and Type of Accreditation, 1941.....	175
LXIX. Loss of Credit in Ohio When Transferring from one College, Department, or Major to Another Within the Same Institution: According to Type of Control, Size of Institution, and Type of Accreditation.....	177
LXX. Number of Ohio Institutions Admitting Transfer Students with <u>C</u> , <u>C</u> Average, or <u>D</u> : According to Type of Control, Size of Institution, and Type of Accreditation.....	179
LXXI. Number of Ohio Institutions that Have Made Curriculum Changes to Meet the Problem of Individual Differences: According to Type of Control, Size of Institution, and Type of Accreditation.....	181
LXXII. Number of Ohio Institutions that Have Made Curriculum Changes to Meet the Problem of Superior Students: According to Type of Control, Size of Institution, and Type of Accreditation.....	182
LXXIII. Maximum Number of Credit Hours Per Semester that Ohio Institutions will Accept by Transfer: According to Type of Control, Size of Institution, and Type of Accreditation.....	184
LXXIV. Amount of Extension Credit that Ohio Institutions will Accept Toward Admission to Advanced Standing: According to Type of Control, Size of Institution, and Type of Accreditation.....	185
LXXV. Number of Ohio Institutions Accepting Credit in Survey or Orientation Courses: According to Type of Control, Size of Institution, and Type of Accreditation	187
LXXVI. Number of Ohio Institutions Accepting Credit from Certain Non-accredited Schools where there is a Knowledge of Personnel and Requirements: According to Type of Control, Size of Institution, and Type of Accreditation.....	189

Table	Page
LXXVII. Number of Ohio Institutions Using Certain Sources When Seeking Information Relative to Evaluation of Credit.....	190
LXXVIII. Ohio College Agencies Assigned the Responsibility for Admission to Advanced Standing.....	192
LXXIX. Information Included on Ohio Transcripts Sent to Other Institutions.....	193
LXXX. Number of Ohio Institutions Having Written Rules and Regulations Governing Admission to Advanced Standing: According to Type of Control, Size of Institution, and Type of Accreditation.....	194

CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of the study.- The purpose of this study was to investigate the ways in which Ohio colleges and universities meet the problem of admission to advanced standing. This study proposed to make a survey of present practice in admitting transfer students to Ohio colleges and universities. It also undertook to identify the better accrediting methods for the purpose of drawing conclusions and making recommendations as suggestive procedures for handling future problems of advanced standing.

The problem.- College students who have taken work in non-accredited schools, from non-academic agencies, and from private teachers often present such work for college credit. The amount of such credit granted by various colleges and universities often determines the student's choice of schools. It is not fair to the students to deprive them of credits for good work, nor is it reasonable to ask the accredited schools to accept transfer credit of inferior quality. Any study of this problem should consider the following items:

1. The opinions held by educators as to the need for a state examining board, to evaluate advanced standing
2. The possibility that a knowledge of the opportunity

to gain additional credit at the college level would serve as an incentive to superior high school pupils

3. The number of students making application for admission to advanced standing
4. The methods of accepting transfer credit in use by higher institutions
5. The credits accepted from non-academic or non-accredited agencies
6. The procedures used for accepting credits from non-academic or non-accredited agencies
7. The maximum amount of transfer credits acceptable toward fulfilling various degree requirements
8. The areas in which examinations to determine the amount of acquired skill and ability are offered
9. The responsibility for administering, scoring, and checking the test results
10. The types and places of origin of examinations used
11. The procedures for handling credits and fees where examinations are used.

Delimitation of the study.- This study included all of the forty-nine Ohio colleges and universities accredited by either the Ohio College Association, the North Central Association of Colleges and Secondary Schools, or the Ohio Department of Education,

with two exceptions: De Sales College and Wilberforce University were not included in this study. The colleges and universities represented are listed on pages 216-17 of the Appendix.

Ten marginal or non-accredited institutions were considered, since one phase of this study was to determine how credits from such institutions are evaluated by accredited colleges and universities.

Since all phases of transfer admissions could not be covered in an investigation of this type, an attempt was made to incorporate as many of the more important aspects as feasible in this study. Therefore, only items essential to the development of the problem as stated were used.

Types of institutions included in study.- In classifying institutions, categories were selected as represented in Table I. These categories, in most instances, divide the respondents into small groups; thus, a clear insight may be gained into the procedures in vogue.

In the accreditation category of Table I, the number of accredited schools is large in comparison with non-accredited schools. However, this comparison seeks to determine whether there are distinguishing differences between the two types of institutions.

The procedure of the study.- The data on which this study is based were collected by the check list and interview methods. The validity of the check list was increased through criticism from

TABLE I

CATEGORIES OF INSTITUTIONS INCLUDED IN THIS STUDY:
 ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION,
 AND ACCREDITATION

Type of Institution	Number
1. Type of control:	
State	5
Municipal	3
Private	12
Church related	<u>27</u>
Total	47
2. Size of institution:	
3000 or over	8
2000-2999	3
1000-1999	8
500-999	7
250-499	9
1-249	<u>12</u>
Total	47
3. Accreditation:	
Accredited	37
Non-accredited	<u>10</u>
Total	47

faculty members and administrative officers of the University of Cincinnati, St. Xavier University, Mount St. Joseph College, and Athenaeum College, and from the committee on Extension Practices and Advanced Standing Credits of the Ohio College Association. Such criticisms were given consideration in the final development of the check list.

Interviews were arranged by forwarding to the head of each college and university a communication that consisted of an outline of the study, a copy of the check list, a return post-card for reply, and a personal letter from the chairman of the Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association. This letter contained a statement to the effect that a committee of the Ohio College Association was sponsoring the survey. It also requested an interview for the purpose of securing the data relating to the problem.

The interview dates were so arranged as to cover a ten-week period. Each college was informed that at least a two-hour period would be necessary for the interview, although many of the conferences required more time and the schedule was arranged to make allowance for additional time in such cases.

The interviews were controlled as much as possible through use of a list of questions formulated before any of the interviews took place. This list of questions was concerned with information going beyond that requested on the check list. Copies of the check

lists and of the list of questions used may be found on pages 224-30 of the Appendix.

These interviews were held at the various institutions studied. The interviews were given either by the president of the institution or by a faculty member designated by the head of the reporting institution.

During the interviews, college catalogues, sample examinations, sample forms of advanced standing rules and regulations, copies of official transcript forms, and other data essential to the development of this problem were requested. These materials have been used to supplement the check list and interviews.

The data present each college and university as a unit, with the exception of the University of Cincinnati. For this institution, it was necessary to use the central tendency of the seven individual colleges, in reporting opinions or attitudes on advanced standing.

The need for the study.- In the survey of related studies it was found that the problem of admission to advanced standing had received less attention than many other phases of higher education. There were many articles based on opinion, but few scientific investigations. The specific motivation for this study was the desire to obtain accurate information for the Committee on Extension Practices and Advanced Standing Credits of

the Ohio College Association, in regard to the conditions represented by the following statements:

1. Trade and business school graduates sometimes desire admission to advanced standing.
2. Many of the returning army personnel will resume study and will present an advanced standing problem to the colleges.
3. There is a need for developing a uniform procedure for evaluating credit from non-academic and non-accredited institutions.
4. Adult education classes include many students who wish to continue their college education.
5. Superior high school pupils should be given the opportunity to take advantage of their superior abilities in relation to advanced standing.
6. Some uniform procedure should be developed for evaluating credit from foreign universities.
7. Skills in special fields under private instruction should be evaluated for credit.
8. Skills and abilities acquired in the schools of industry need evaluation in terms of college credit.
9. Certain graduates of non-accredited colleges should have the opportunity to enroll in accredited colleges or universities.

It is evident from a review of the related literature (Chapter II) that many students from the areas just mentioned have made application to translate such skills and abilities into college credit.

Subsequent chapters of this investigation present a survey of related literature, the attitude of Ohio colleges and universities toward the establishment of a state examining board, the methods used to accept transfer credit, the extent to which examinations are used to admit students to advanced standing, and the accrediting procedures now practiced.

CHAPTER II
RELATED LITERATURE

The problem of transfer students and of their admission to advanced standing is one of increasing importance, and the literature dealing with the subject -- usually in the form of surveys -- embraces several phases. The phases reported here are: (1) the transfer student -- (a) types, (b) specific classes, (c) numbers, (d) administrative organization, (e) grades, and (f) evaluation of credit; and (2) the work of the Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association.

Transfer Students

Types of transfer students.— The admission of transfer students and the evaluation of their credit constitute a problem that has been given some consideration by colleges and universities. During the period when higher educational institutions were attempting to establish acceptable accrediting procedures, there was some question among educators as to whether it was more desirable to examine individual students or institutions (10:494). This uncertainty soon disappeared and accrediting of institutions developed, a practice that has continued to the present.

During the early part of the twentieth century, the ad-

mission of transfer students was handled by accepting them from accredited institutions by transcript or examination (5:181). In recent years, studies by Chandler (6:409), Corbin (7:748), and Williams (59:231) reveal that there has been an increasing tendency among the student population to leave the first alma mater and seek new places for educational pursuits. These transfers are principally graduates of junior colleges and students transferring to graduate schools, and to medical, law, and other professional schools. Such transfer of students from one college to another has been facilitated by: the rapid increase of transportation facilities (5:181), students who change for a definite purpose (6:409), and a high degree of similarity between the institution from which the student comes and that to which he applies for admission (7:749).

These factors have developed two types of transfer students, which Chamberlin (5:182), Chandler (6:410), and Jessup (23:250, 24:250, 25:251) have classified as "legitimate" transfers and "migrant" transfers. The legitimate transfer is not a problem and should be handled differently from the migrant transfer. Of the former type, Chandler says:

Standards of evaluation should be low enough to insure the acceptance of students capable of continuing their work and high enough to limit the enrolment of the institutions to which they transfer to the maximum desired by the institution (6:409).

However, the migrant type of transfer student presents a more serious problem (6:410). Chandler believes that all

colleges and universities have been faced with the problem of students entering one institution, remaining for one or two terms, transferring to another institution for a short period, and then going elsewhere (6:409).

In a report to the Carnegie Foundation for the Advancement of Teaching, Jessup points out:

College students are on the move. They go from institution to institution, or out into the world, in a constant stream. The prevailing conditions show a steady stream of shifting itinerant college students registering from term to term (23:250).

Some idea of the large numbers of migrant students may be gained from a report by Marquardt:

From about a hundred applicants in 1920, the number of undergraduates applying from other colleges to my own institution has increased from fifteen hundred to two thousand annually. Of this number, approximately from four hundred and fifty to five hundred are admitted each year (33:423).

This process continues until the student decides to give up his educational career. Of course, there are cases in which it is necessary for a student to transfer from one institution to another because of finances, health, the moving of families, a desire for a more diversified education, or for some similar reason (6:409); but, regardless of the cause, the extent of this problem will be surprising to many educators (24:250).

Jessup speaks hopefully of the coming of the day when more colleges will perceive that they can do a much better job by limiting numbers and by discouraging the "trek," through the cam-

pus, of "hordes of credit hunters who are here today and gone tomorrow" (25:251).

Specific classes of transfer students.- There have been some studies of specific classes of transfer students. In this connection, Crawshaw (9:467) has reported on advanced credit for manual arts. He makes the suggestion that advanced credit granted by engineering colleges for some high school manual arts courses seems to be perfectly legitimate. In the case of some engineering colleges, at least, the type of work done in the freshman shops and drawing room is not very different from, and the standard of execution no higher than, that done in many of the best high schools (9:469). If college authorities decide to offer advanced credit for manual-arts work, they should demand proficiency equal to that required in regular college courses. This will tend, perhaps, to inspire the larger high schools to do a higher standard of work, and to discourage the smaller high schools from trying to secure advanced credit (9:471). Crawshaw's conclusion is to permit the college to grant advanced credit only to the larger high schools that are equipped for college work and do its equivalent. The granting of such credit should be the result of inspection by the college concerned.

Anderson (3:279) and Jones (26:96) described advanced standing procedures for superior high school pupils. Anderson's study reveals that large numbers of carefully selected high school

pupils can carry college work with success. Also, universities will accept credits earned by these students, if previous and subsequent work justifies such acceptance (3:283). However, his final statement reveals that the burden of proof for acceptance rests with the applicant (3:283).

Jones, of the University of Buffalo, refers to the device of giving students regular college-level examinations for college credit, without requiring course attendance. In his article, he makes this statement:

In our analysis of superior students coming from the upper levels of the best high schools in the city we came to several conclusions. In the first place, many students of excellent ability had finished far more than required entrance work, completing not merely the requisite fifteen units but often seventeen to twenty units, and in one case as high as twenty-six units of credit. We allow these superior and more broadly trained young people the opportunity to take more work in college, thereby finishing their 128 hours for graduation a half-year or so in advance of their classmates (26:99).

A more recent procedure that is believed more successful is to offer the opportunity to superior students to take regular college examinations for credit (26:100). This procedure was adopted after a number of superior students had indicated that in several fields they had not learned much more than in corresponding high school courses.

Lingle (31:77) expresses the attitude of several colleges and universities toward accepting summer school credits. He reports that Columbia University refuses to accept credit toward a bachelor's degree for work done in its own summer school, if merely a passing

grade is received (31:77). Other institutions that scrutinize summer school credit with especial care are Washington and Lee University, University of Virginia, William and Mary University, Agnes Scott College, and Converse College (31:78). In these institutions, many students sometimes find that they fail to receive credit when they are expecting it (31:78). These instances are cited merely to indicate that colleges and universities everywhere are giving careful study to the subject of transfer cases, in the interest of maintaining their scholastic standards (31:77-78).

Jordan (27:258), in a study related to the handling of skills and abilities acquired through private study, sent out letters to 120 institutions. All answered the inquiry, but twenty-one letters had to be excluded for failure to answer the question asked (27:259). The responses were difficult to classify in any simple way. However, three broad divisions were made: (1) seventeen of the institutions permitted examinations without restrictions as to preparation; (2) thirty-one institutions rarely permitted such examinations but were willing, under certain conditions, to make exceptions; and (3) fifty-one institutions did not permit such examinations under any conditions (27:259). Jordan drew this conclusion:

The only difference between credit allowed by examinations and that allowed by transfer and transcript is that the former is from a non-accredited institution and that of the latter is from an institution of recognized standing (27:258).

Mead records the attitude of senior colleges that accept

students from junior colleges. The Association of Texas Colleges made this decision:

A maximum of sixty semester hours may be transferred from a junior to a senior college, provided that after a student has done some work in the senior college, the senior college in question may permit a student to do in a junior college an additional six hours of freshman or sophomore work (35:235).

This ruling deprived the junior college graduate of all hours in excess of sixty semester hours, even though many institutions required sixty-four to sixty-eight semester hours for junior rating. This action also forced certain graduates to repeat the rejected courses or to register for additional courses in the senior college to make up the deficiency.

The results of Mead's study are: (1) instead of limiting the maximum number of transfer hours to sixty, as has hitherto been the rule, senior colleges of the Texas association agree to accept as many semester hours as are required in the freshman and sophomore years of the curriculum to which admission is sought; (2) the Association of Texas Colleges has liberalized its policy in regard to accepting elective credit from junior colleges (35:240).

Abel reports that in March, 1919, an examiner in the State Department of Public Instruction of Illinois inquired of the United States Office of Education whether graduation from certain schools in the Province of Ontario, Canada, could be considered equivalent to the completion of a good four-year high school course in the United States. A month later two like inquiries came from the Uni-

versity of Virginia about a school in China and a high school in Puerto Rico (2:98). Calls for this kind of help have gradually increased in number through the succeeding years, and in 1939-40 amounted to 1,161 requests for aid in evaluation of credit (2:99). The United States Office of Education, as reported by Mead, translates the documents, scans the student's record carefully, looks up laws and regulations governing issuance of such documents in the country from which they came, and returns the papers with translations and an opinion on their worth according to educational standards in the United States (2:99).

Numbers of transfer students.— Some indication of the total number of transfer students in the United States may be gained from a study reported by Williams (59:231). His study reveals that, of 346 colleges and universities in the United States, 214 institutions admitted from 1 to 50 transfer students, 55 from 51 to 150, 28 from 151 to 250, 35 from 251 to 750, 9 from 751 to 1750, and 5 schools reported more than 1751 transfer cases. The median for all schools was 40.4 transfer students. These data do not include 91 colleges and universities that did not send a report (59:231).

From Williams' report it is evident that some colleges and universities admit only a small number of students with advanced standing, while other schools admit several hundred each year. It is estimated that from 10 to 17 per cent of the student population in state universities consists of students who entered with advanced

standing from one, two, and sometimes from three other institutions (7:749).

Such a percentage of transfer students may appear small. Warren, however, found that transfer students make up a large percentage of the new students who enter Iowa State College each fall. In 1930, 25 per cent of the new students were transfers; in 1931, 31 per cent; in 1932, 31 per cent; in 1933, 44 per cent (57:6).

Ezell gives a more complete picture of the transfer problem. His study includes twenty publicly controlled institutions and twelve that are operated under private direction (13:50), with a total of 154,784 students (13:76). Of these, 77 per cent attended college in the home state, 1 per cent came from territories and foreign countries, and 22 per cent migrated from the home state (13:76).

Ezell presents certain data for colleges and universities by ranking them according to percentage of transfer students. The highest five are Amherst, 78 per cent; Princeton, 72.96 per cent; Yale, 70.33 per cent; Bowdoin, 62.41 per cent; and Harvard, 58.19 per cent (13:68).

Administrative organization to evaluate transfer credits.-

For the evaluation of transfer credit, several types of organization have been developed. Marquardt, after a recent survey, speaks of three types of administrative organization: (1) one person is permitted to evaluate transfer credit; (2) department or division heads are held responsible for accepting transfer credit; and (3)

a faculty committee determines the value of transfer credits (33:425). In addition to these three types of administrative practice, in many instances a combination of two plans is used. The Williams study discloses that: (1) 170 institutions permitted the admissions officer to indicate the amount of credit to be allowed; (2) 155 institutions permitted the admissions officer, after referring questionable subjects to departments concerned, to indicate the amount of credit; and (3) 24 institutions used a co-operative plan, involving the admissions officer and the department concerned (59:234).

In the same study (59:234), it is revealed that the admissions officer bears the responsibility for advanced standing admissions. The general trend of organization is toward a centralization of authority under the registrar or admissions officer (59:235).

Through the centralization of authority and of activities connected with advanced standing admissions, some registrars have become specialists in evaluating transcripts (56:20). This challenge has come particularly to registrars in the larger institutions, which receive many transfer students from a variety of institutions. In the large institutions the transfer student is a real problem, and most often it is the registrar who has played an important part in solving the difficulty (34:21).

Marks of transfer students.- Use of marks as instruments to help evaluate transfer credit appears difficult. Regardless of

such difficulty, marks are used to grant credit and honor points, to accept or reject transfer credit, and to determine probation for students. Use of marks to evaluate credit is rendered more difficult by the variety of marking systems and symbols in use, for example: (1) the numerical as in the case of percentage; (2) S and U, or pass and fail; (3) excellent, good, etc.; (4) the letters of the alphabet in varied combinations and with varied significance; and (5) rank in class.

Many educators are questioning the overemphasis placed on marks. Certain data reveal little difference between the marks of transfer and native students. Warren in a study of transfer students at Iowa State College found that:

The data indicate that transfer students from junior colleges rank highest in the aptitude mean and in the grade mean. The native group ranks the lowest in the aptitude mean, but made approximately the same grade mean as the transfer groups from other colleges (57:33).

Jones in a study of students transferred to the University of Iowa discovered that:

All two-year junior college men and women do slightly better work for fifth, sixth, and seventh semesters in the University of Iowa than do the four year University of Iowa men and women but slump in the final semester and are surpassed by the University of Iowa group. The differences found are only slight and have no statistical significance (26:41).

In a study at the University of Chicago, the difference between transfer students and those who took all their work in that institution was determined through comparison of the records of 231 paired members of the transfer and control groups (44:93). The

results are: (1) the control students had significantly higher averages than the transfer students during a comparable period of time; (2) the transfer students earned the Bachelor's degree in relatively larger numbers than unselected freshmen, although they fell considerably below the record of the control group; and (3) the higher failure rate among transfer students, as compared with control students, might be partially accounted for by differences between marking standards at the University of Chicago and at the various other institutions attended (44:93).

Another controlling factor in admission to advanced standing concerns whether the transfer student comes from an accredited or non-accredited college. Transfers from the former type of school are usually accepted more readily than from the latter. Certain data reveal that such discrimination is not always warranted; for example, Gatien found that:

Students who transferred from accredited institutions had 68 chances in 100 of earning an average grade of "C" or better while those from non-accredited institutions had 61 chances in 100 of earning an average grade of "C" or better. Students transferring from accredited institutions has 18 and those from non-accredited institutions 10 chances in 100 of earning an average grade of "B" or better (16:23).

The honor point system presents another problem to students transferring from one college to another. Most colleges require as many honor points as credit hours for students to graduate. Some colleges do not give any honor points for transfer credit and others allow one honor point for each hour of credit. Noll, in

reporting about transfer students at the University of Minnesota, found the following to be true:

Thirty-four per cent of the men checked the problem of honor points. It might be explained here that the University allows three points (called honor points) per credit of "A," two per credit of "B," and one per credit of "C" for work done at the University. Upon transferring to the University students are allowed one honor point per credit for work done at the former college or normal school. A student must have as many honor points as credits to graduate (41:38).

Evaluation of transfer credit.- In determining the value of transfer credit, admissions authorities use three major methods. First, some institutions accept transfer credit from accredited institutions by transcript. In estimating the extent to which this method was used, Siedle found that eighteen of thirty-eight colleges and universities offering courses for prospective teachers of vocational education in trade and industry allow college credit in such courses for trade experience, teaching experience in trade schools, and for supervisory and administrative experience in vocational education (51:323). Siedel also discovered that:

The number of credits allowed by various vocational teacher training institutions for practical experience varies from five in one university to thirty-two in another and the minimum number of years of experience on which these credits are granted from one to six. Apparently there is no consistent practice or uniformity of opinion as to the extent of college credit which should be allowed for trade experience. Because of conflicting opinion as to whether or not such experience, especially that obtained in industry and not through course work in a college or university, should be recognized for college credits, each institution has been more or less of a law unto itself (51:324).

Tuttle has described the admission practices of graduate schools:

Not many graduate schools have definite rules for the exclusion of candidates whose work is of poor quality. That is to say, more often there is careful scrutiny of the record and refusal or acceptance on the individual basis without any statistical compilation of average grade, or percentage of high marks or number of low grades. In some instances the record is studied by a general admission officer, most often the Dean of the Graduate school, and a member of the department in which the applicant plans to do his major work (55:371).

Tuttle noted that the essential factors entering into graduate school admissions seem to be: (1) a degree from a recognized institution, but with due allowance for outstanding students from other institutions; (2) a quality of scholarship at the undergraduate level that gives promise of success in graduate work; (3) an adequate undergraduate program in the proposed field of specialization, sometimes with an additional requirement of a reading knowledge of French or German; and (4) the withholding of actual candidacy for a degree until the student has demonstrated his capacity by actual performance in the graduate school (55:374).

As a second method of accepting transfer credit, some institutions do so after a period of probation. During this period the student must show proficiency in the courses pursued. Cowdery, in a report of admissions methods at Stanford University, reveals that such is its practice (8:95). At Stanford University they are interested in measures of success other than scholarship. Areas carefully evaluated are social and athletic prowess and general leadership in one or more fields (8:97). Transfer students in lower and upper division standing are submitted to the same examin-

ing and testing procedure as entering freshmen. In using obtained norms, it has been found that, for students entering with junior and senior standing from other colleges and universities, the predictive value is definitely higher than is the case for high school marks (8:99).

The Williams report reveals that a number of practices are employed: (1) 107 institutions demanded that transfer credit be validated by successful work; (2) 68 institutions required the successful passing of a sequence course; and (3) 27 institutions accepted all credit provisionally. Validation of such credit, however, depended upon continued successful work in the institution (59:267).

As a third method of accepting transfer credit, some institutions do so on the basis of proficiency examinations to determine the level of attainment at the time of admission. For this purpose, Jones at the University of Buffalo has used examinations to evaluate advanced standing and the institution has employed procedures to reduce the number of years necessary for securing a college education (17:105). Hyde at Dakota Wesleyan University reports that candidates for credit by examination shall first have fulfilled all college entrance requirements and must regularly execute all necessary registration forms. Credit earned by this method is paid for at the regular rate of tuition, and an

additional examination fee of two dollars is charged, payable at least ten days before each examination (22:219). Williams states that eighteen colleges and universities use the examination avenue to validate work done elsewhere (59:267).

While one or more of these three methods of evaluating transfer credit may be used by higher educational institutions, some educators realize the inadequacy of such procedures (17:216). This is especially true since the reporting of the Pennsylvania study, conducted under the auspices of the Carnegie Foundation, which reveals the existence of a great amount of variability between institutions (17:218). These disclosures stimulated some educators to challenge the set pattern of accepting transfer students and to seek a more valid method for measuring individual needs and abilities (17:223).

This change in attitude toward evaluation is reflected in the handling of transfer students, since registrars and admissions officers realize that adequate information cannot be secured by routine evaluation methods (6:410). At least two additional lines of departure are being considered: (1) securing adequate information regarding the standards of institutions previously attended by the transferring student, supplemented by careful study of the success or failure of other transfers from the same institution; and (2) getting as much information as possible about the individual student himself and his reasons for transferring (6:410).

To generalize, colleges and universities are finding it difficult to establish a hard and fast set of rules to be applied to all cases. The personal element in individual cases is often so great that the application of an ironclad set of standards defeats the very purpose for which they were established (6:411).

Ohio Committee Relative to Transfer Students

History of the Ohio Committee.- On November 16, 1937, a representative of the Ohio State Department of Education appeared before the Ohio College Association and requested that a committee be appointed to investigate the possibilities for joint action in the matter of advanced academic standing (45:1). He pointed out that:

It is necessary to bring unworthy marginal ventures under control without injury to those of merit. These unworthy marginal ventures thrive on the competition of reputable institutions for students. The holders of dubious credits "shop around" for credit bargains. They will often secure evaluations from a half dozen institutions, then accept the most generous. This generous institution sets a level of acceptance to which competing institutions tend to sink. Meantime, the marginal ventures advertise the acceptance of their credits and thrive on this left-handed recognition (46:2).

The representative also stated that the problem of admission to advanced academic standing belongs peculiarly and exclusively to the colleges themselves (46:2).

The question was referred to the Council of the Ohio College Association, and B. L. Stradley was appointed chairman of the

Committee on Advanced Standing. Later, the chairman made a short report to the Ohio College Association to the effect that:

It seems reasonable to set up a central examining body which will construct proper examinations covering the work in question, administer such examinations, and on that basis state the maximum college credit to be allowed for such work. Such a committee may later establish comprehensive examinations for graduates of non-accredited colleges as a basis for graduate work (45:1).

Since music education seemed to be in the greatest need of immediate attention, the chairman was requested to call together representatives from the music departments of several central Ohio colleges and universities to discuss the matter of examinations in that field. It was believed that this discussion would reveal: (1) the kinds of examinations needed, (2) the length of such examinations, (3) the method of conducting the examinations, (4) the number of examiners necessary, (5) the time and place for the examinations, and (6) the fees to be charged (45:1). These statements indicate that the Committee believed examinations should be used to evaluate skills and abilities acquired from other than accredited institutions. This attitude was further revealed by the principles that were developed and accepted:

1. That the personnel of the examining body must be of such quality as to command the respect and confidence of the field it represents.
2. That it is the function of the Committee to measure achievement, not to grant credits.
3. That the measurement may then be presented by any of the subscribing colleges.

4. That the subscribing colleges should bind themselves in two ways:
 - a. To make this examining body the sole avenue to advanced standing in all cases where the knowledge or skill in question was gained through experience, private instruction, or schools not accredited by the state or original agency.
 - b. Never to grant more credit than the Committee's measurement permits (47:2-3)

The Committee also made a statement to the effect that the subscribing college would often grant less credit because of local requirements, curriculum distribution, and prerequisites (47:3).

In 1939 most of the Committee's work was in the field of music (47:3). Since much study in this field is done under private tutors, many individuals so instructed find it difficult to have their achievement translated into academic terms. Moreover, the testing procedures in this field are difficult to formulate and administer. Mimeographed material was mailed by the committee to all college presidents, deans, and heads of departments of music with requests for criticisms and suggestions (47:3). From these criticisms, tests were developed and made ready to serve such institutions as might request them. The committee suggested that surveys in other fields follow, and the sentiment of the Ohio College Association was favorable to this idea (47:4).

In December, 1940, Walter L. Collins, Director of the Division of Instruction of the Ohio State Department of Education, submitted to the presidents and deans of colleges holding member-

ship in the Ohio College Association a request for data relating to requests for advanced standing from students of non-accredited schools, 1940-41. He asked for the following specific information: (1) number of cases; (2) area in which advanced standing was requested; (3) types of institutions that students attended; (4) admittance by professor, examination, inspection of credit, or probation; and (5) denial of advanced standing.

In April, 1940, the name of the Committee was changed to the Committee on Examination for Advanced Standing, and Harold J. Sheridan was named chairman (29:1). The questionnaire data collected by the Ohio Department of Education were forwarded to Harold J. Sheridan who, as chairman of the Committee, made these recommendations:

1. In general we commend the colleges of Ohio for the caution and the reasonableness with which they are handling the problem.
2. We commend the practice of consultation with state universities and with state and federal offices.
3. We commend the practice of administering proficiency examinations to students applying for advanced standing. We urge that these examinations be searching and adequate.
4. We commend the practice of provisional registration. The real question to be answered in this: Does the student have the preparation necessary to carry satisfactorily the work of the school to which he seeks admission?
5. We do not believe it to be necessary or desirable at this time to set up a central evaluating committee or board. If at a later time the problem becomes

too extensive for proper handling by present methods, it will be time then to set up more elaborate machinery for dealing with it (50:52).

The report also made these pertinent statements:

In cases where the college deals with the problem, one or more of three methods is used. The simplest is the inspection of the applicant's previous record. Some colleges point out that they recognize no work of less than "C" quality. Some say that they recognize no work that is not parallel to work offered in their own curricula.

A second method is that of the proficiency examination. It is given as a written or as an oral test or as a combination of the two.

A third method is that of conditional registration whereby credit is given on condition that the student shows ability to carry successfully the work of the school. In many cases this plan is used in combination with the other plan (50:52).

This report was accepted by the Ohio College Association, but evidently the Association was not satisfied that the findings were complete, because the committee was continued for the year, 1941-42 (50:53). No doubt, one of the reasons for its continuance was in response to a statement made by one of the Association members:

I wonder if this Committee is continued whether it ought to take as part of the responsibility for this next year the demand that several of us here were talking about, and is sure to come, that advanced credit or standing credit be suggested, if not compelled for work done in the army, and for certain of these federal courses that are being given (50:53).

In 1941 the Committee on Examinations for Advanced Standing was united with the Committee on Extension Practices. The joint committee was given the title of Committee on Extension

Practices and Advanced Standing Credits (30:1). This committee functioned under the chairmanship of F. H. McNutt until the middle of August, 1941, at which time he resigned and later in the fall Carter V. Good was appointed to carry on the work as chairman.

Summary

The admission of transfer students and the evaluation of their credits, as revealed in the survey of related literature, constitute a real problem. This problem becomes more evident when two types of transfer students are identified, the "legitimate" and "migrant." The former is not so much a problem as the latter. Of course, it is necessary for some students to transfer, but others move from one college to another with no real purpose for making the change. As yet, no suitable procedure has been developed for limiting or discouraging the migrant student.

Studies of specific types of transfer students show that each has some difficulty in getting full credit for acquired skills and abilities. However, there are many indications that colleges and universities are offering to students increased opportunities for gaining admission to advanced standing.

The number of transfer students is much greater than generally supposed and is increasing. State universities and colleges with large enrollments receive the majority of such students.

Several types of organization have been developed to

evaluate transfer credit; i.e., by one person, by a department or divisional head, and by a faculty committee. In many instances a combination of these plans is used. Through centralization of authority and of responsibility for evaluation, some registrars or admissions officers have become specialists in appraisal of transcripts.

Marks are used extensively to evaluate transfer credit. Some college authorities question the validity of such practices, because of the wide variations in marking systems and in the ability demonstrated by transfer students after being admitted to advanced standing.

Three methods are used to evaluate transfer credit: by transcript, by a period of probation, and by proficiency examinations. Many educators realize the inadequacies of such methods and are attempting to develop better procedures.

The Ohio College Association began to study the problem of admitting students to advanced standing in 1937 and since that time some preliminary work has been accomplished. During 1941-42 the problem was in the hands of a committee on Extension Practices and Advanced Standing Credits, which sponsored the present investigation.

CHAPTER III

A STATE EXAMINING BOARD

This chapter deals with the attitudes of Ohio colleges and universities toward the establishment of a state examining board and toward the services which this board could render to improve present methods for admitting transfer students to advanced standing. Specifically, the problems treated are: (1) establishment of a state examining board, (2) reduction of the number of collegiate years, (3) extent to which examinations should be offered, (4) accrediting problems that should be referred to a state examining board, (5) evaluation of skills and abilities acquired during army service, and (6) service to superior high school pupils in securing admission to advanced standing.

Establishing a State Board

Creation of a state examining board.— The opinions of the Ohio college and university authorities concerning the establishment of a state examining board are revealed in Table II. State, municipal, and private institutions with enrollments of 3000 or over are the only categories that do not show a favorable attitude toward the establishment of a state examining board.

A majority of the other responding institutions are in

TABLE II

ATTITUDE OF OHIO INSTITUTIONS REPORTING, TOWARD THE CREATION
OF A STATE EXAMINING BOARD: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	2	3	5
Municipal	1	2	3
Private	4	8	12
Church related	<u>23</u>	<u>4</u>	<u>27</u>
Total ..	30	17	47
2. Size of institution:			
3000 or over	2	6	8
2000-2999	3	0	3
1000-1999	6	2	8
500-999	5	2	7
250-499	7	2	9
1-249	<u>7</u>	<u>5</u>	<u>12</u>
Total ..	30	17	47
3. Accreditation:			
Accredited	22	15	37
Non-accredited	<u>8</u>	<u>2</u>	<u>10</u>
Total ..	30	17	47

favor of it. Regardless, however, of the fact that thirty of the forty-seven responding institutions favor the organization of a state examining board, Table II indicates that public and private colleges, as well as the larger universities, are satisfied with present methods for admitting transfer students to advanced standing.

The unfavorable attitude of certain groups toward the establishment of a state examining board may be due to the fact that the larger institutions have methods for evaluating transfer credits that they believe satisfactory. Such colleges and universities have sufficient funds, as well as adequately trained faculty members, to carry out a program of evaluation. However, this explanation would not necessarily hold for such small private and church-related institutions as oppose the organization of a state examining board. They may be satisfied with the procedures in use or may believe that an outside agency could not measure proficiency any better than is being done by the individual institutions themselves. Some evidence of this attitude is found in the expressions of opinion summarized in the following paragraphs.

Representative expressions of opinion secured during interviews were:

First, certain authorities believe that the present system is satisfactory and that the organization of a state examining board is not worth while.

Second, the problem of admitting students to advanced standing is an individual one and nothing would be gained by establishing an organization to function outside these institutions themselves.

Third, each college or university is capable of handling its own transfer problems and no improvement would be accomplished by changing to another method.

Fourth, the selection of representatives for a state examining board of the Ohio College Association would have to be non-partisan and every type of institution would require representation.

Fifth, the leadership of the Ohio College Association would be necessary for a state examining board to be successful.

Sixth, the present major problems of evaluating credit might be solved, if a committee were established to study such problems.

Control of a state examining board.- Table III summarizes the attitudes of Ohio college and university authorities toward the control of a state examining board. Of the forty-seven colleges and universities responding, thirty-nine believed that the Ohio College Association should have complete control of its operation.

Each category in Table III reveals a majority of the institutions in favor of control by the Ohio College Association.

TABLE III

ATTITUDE OF OHIO INSTITUTIONS RESPONDING, TOWARD THE OHIO COLLEGE
ASSOCIATION HAVING CONTROL OF A STATE EXAMINING BOARD:
ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND
ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	3	0	3
Private	9	3	12
Church related	<u>24</u>	<u>3</u>	<u>27</u>
Total..	<u>39</u>	<u>8</u>	<u>47</u>
2. Size of institution:			
3000 or over	5	3	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	7	0	7
250-499	8	1	9
1-249	<u>9</u>	<u>3</u>	<u>12</u>
Total..	<u>39</u>	<u>8</u>	<u>47</u>
3. Accreditation:			
Accredited	32	5	37
Non-accredited	<u>7</u>	<u>3</u>	<u>10</u>
Total..	<u>39</u>	<u>8</u>	<u>47</u>

These thirty-nine colleges do not wish any other organization or office to function in this capacity. The largest percentage of negative replies came from state universities, institutions with enrollments of 3000 or over, and accredited colleges and universities. This fact indicates that certain institutions wish to control individually the method by which admission to advanced standing is granted.

If any other organization were to have control of a state examining board, it would mean the loss of a certain amount of flexibility, as found in the present procedures. It would also mean the centralization of authority outside the limits of the college association, something the colleges individually and collectively are trying to avoid.

Representative opinions concerning control of an examining board were:

First, non-accredited colleges and universities should be represented on any state examining board. A board dominated by representatives from accredited institutions might establish standards too high for non-accredited schools.

Second, some smaller schools feared that a state examining board controlled by larger colleges and universities might inaugurate activities which smaller institutions could not sponsor, and thus make it difficult for the latter to compete for students.

Third, a few schools felt that the Ohio State Department

of Education should have some authority in the administration of a state examining board, but no suggestion was offered as to method of participation.

A state board as a more scientific way to examine transfer students.- Thirty-six colleges and universities believed that a state examining board would be a more objective way to evaluate transfer credit. A majority of the state and municipal institutions with enrollments of 3000 or over did not believe this method would be more scientific. Twenty-seven accredited institutions asserted the plan would be more scientific and ten disagreed.

The data in Table IV indicate that the colleges and universities which have the largest enrollments are handling transfer admissions to their own satisfaction.

A majority of the private and church-related schools believe their accrediting procedures to be unsatisfactory. For example, small colleges with one-member departments may not be as objective in evaluation as a state examining board established for this purpose. Also, small institutions may wish to be relieved of the work and responsibility of evaluating transfer credit.

The data in Table IV indicate that over two-thirds of the Ohio colleges and universities are not satisfied with their present accrediting procedures and are willing to try other means to arrive at a more objective evaluation of transfer credit.

TABLE IV

ATTITUDE OF OHIO INSTITUTIONS REPORTING, CONCERNING VALUE OF A
STATE EXAMINING BOARD AS A MORE SCIENTIFIC WAY TO EVALUATE
TRANSFER CREDIT: ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	2	3	5
Municipal	1	2	3
Private	8	4	12
Church related	<u>25</u>	<u>2</u>	<u>27</u>
Total..	<u>36</u>	<u>11</u>	<u>47</u>
2. Size of institution:			
3000 or over	3	5	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	7	0	7
250-499	7	2	9
1-249	<u>9</u>	<u>3</u>	<u>12</u>
Total..	<u>36</u>	<u>11</u>	<u>47</u>
3. Accreditation:			
Accredited	27	10	37
Non-accredited	<u>9</u>	<u>1</u>	<u>10</u>
Total..	<u>36</u>	<u>11</u>	<u>47</u>

Personal opinions expressed by various authorities are:

First, a number of Ohio educators believe a state examining board could be more scientific and uniform, but express doubt that it would be.

Second, the thoroughness with which a state examining board could function in handling transfer admissions appeals to many college authorities.

Third, some smaller institutions realize their inadequacy to carry on adequate accrediting procedures and would welcome a state-wide method for this purpose,

Financial support for a state examining board.- If the Ohio College Association should place a state examining board in operation, arrangements should be made to assume the financial obligations involved. Table V summarizes the attitudes of responding institutions concerning the financing of the activities of a state examining board. Thirty-eight colleges would contribute to the financial support of this venture. Only nine schools declared themselves not in favor of such support.

All categories, with one exception, show a majority in favor of giving financial support to the operation of a state examining board. The one exception is institutions with enrollments of 3000 or over; in this group four universities are in favor of such support and four are opposed. It is impossible to determine from the data whether the financial status of certain colleges and

universities influenced their replies, although this may have been a factor.

Table V indicates that, should a state examining board be established, Ohio colleges and universities are willing to aid in its financial support.

Statements by Ohio college authorities are that:

First, maintaining memberships in the many national, regional, and state organizations has become expensive and some antagonism is felt toward establishing an additional organization.

Second, if a state examining board would render a real service to the school, financial support could be taken for granted.

Third, certain colleges and universities would be willing to lend financial support, if a majority of the responding institutions decide that a state examining board is needed.

Fourth, there should be a charge for each institution each year. The assessment method, however, would make it impossible to estimate the yearly expense, and smaller schools might be embarrassed in meeting an obligation that cannot be determined in advance.

Fifth, certain smaller schools suggest that it might be fairer financially to make the yearly assessment in direct proportion to the amount of service rendered or the number of cases handled.

Local administration of state examinations.— Forty institutions believe that a state examining board should permit individual colleges and universities to offer examinations locally several times

TABLE V

OPINIONS OF OHIO INSTITUTIONS REPORTING, CONCERNING FINANCIAL
SUPPORT OF EXAMINING BOARD: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	2	1	3
Private	8	4	12
Church related	25	2	27
Total..	<u>38</u>	<u>9</u>	<u>47</u>
2. Size of institution:			
3000 or over	4	4	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	6	1	7
250-499	8	1	9
1-249	10	2	12
Total..	<u>38</u>	<u>9</u>	<u>47</u>
3. Accreditation:			
Accredited	29	8	37
Non-accredited	9	1	10
Total..	<u>38</u>	<u>9</u>	<u>47</u>

during each year. Table VI discloses that in each category a majority of the responding schools favor such a procedure. It is not known whether the affirmative replies are the result of a desire to be certain of the examination techniques used or of a reluctance to send transfer applicants to other offices or institutions for the evaluation. These affirmative respondents may believe that locally administered examinations will shorten the time necessary for determining proficiency and permit transfer students to begin advanced study in the individual institutions at an earlier date than would otherwise be possible.

Opinions expressed by persons interviewed are that:

First, some educators visualize a central examining board to which all students would report for the examinations.

Second, others do not relish the idea of sending their transfer applicants to some other institution or place in the state to take examinations.

Third, other authorities are greatly concerned about the expense and method of administering the examinations.

Elimination of major accrediting problems.- Table VII shows that a large majority of Ohio colleges and universities believe that a state examining board would eliminate the major accrediting problems of individual institutions; twelve of the responding schools indicate a negative answer.

The data in two categories of institutions merit particular

TABLE VI

ATTITUDE OF OHIO INSTITUTIONS REPORTING, TOWARD EXAMINATIONS TO
BE OFFERED LOCALLY: ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	3	0	3
Private	9	3	12
Church related	<u>25</u>	<u>2</u>	<u>27</u>
Total..	40	7	47
2. Size of institution:			
3000 or over	5	3	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	7	0	7
250-499	7	2	9
1-249	<u>11</u>	<u>1</u>	<u>12</u>
Total..	40	7	47
3. Accreditation:			
Accredited	31	6	37
Non-accredited	<u>9</u>	<u>1</u>	<u>10</u>
Total..	40	7	47

TABLE VII

OPINIONS OF OHIO INSTITUTIONS REPORTING, THAT A STATE EXAMINING BOARD WOULD ELIMINATE THE MAJOR ACCREDITING PROBLEMS: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	1	2	3
Private	7	5	12
Church-related	<u>24</u>	<u>3</u>	<u>27</u>
Total..	35	12	47
2. Size of institution:			
3000 or over	4	4	8
2000-2999	3	0	3
1000-1999	6	2	8
500-999	6	1	7
250-499	7	2	9
1-249	<u>9</u>	<u>3</u>	<u>12</u>
Total..	35	12	47
3. Accreditation:			
Accredited	27	10	37
Non-accredited	<u>8</u>	<u>2</u>	<u>10</u>
Total..	35	12	47

attention: municipal universities are two to one in disbelief that a state examining board will eliminate the major accrediting problems, and institutions with enrollments of 3000 or over are four to four on the same question. These two categories are the only ones that do not show a majority of the opinion that a state board will solve the important accrediting problems.

A majority of the accredited institutions believe that a state examining board would eliminate the major accrediting problems; twenty-seven answered yes and ten replied no.

Table VII shows two-thirds of the negative replies coming from small private and church-related schools. It may be that these particular schools have so small a number of transfer applicants that admission to advanced standing does not constitute a large problem.

Personal remarks of college officers concerning accrediting problems are that:

First, individual colleges should be free to decide for themselves in cases where they have a personal knowledge of certain non-accredited schools.

Second, a state examining board could solve the major accrediting problems arising within the state, but some doubt is expressed regarding its ability to solve problems arising with out-of-state schools.

Thurstone makes the following statement concerning this problem:

The examining agency must have recognized prestige and competence which may be supplied by the governmental support or by the voluntary grouping of similar schools. Examples in this country are the New York State Regents and the College Entrance Board.

It may be predicted that American educational institutions will eventually group themselves into various examining and certifying units with similar curriculums and standards (17:130).

Reduction of Number of Collegiate Years

Reduction of the number of years necessary for a college education.- According to the data of Table VIII, most of the negative answers regarding the reduction of the number of years necessary for a college education come from private and denominational institutions and from colleges with less than 250 students. There are fourteen such replies. This evidence indicates that smaller institutions wish to retain their students for the full four-year period. The extent to which this attitude is encouraged by the financial needs of the institutions cannot be determined by the data included in Table VIII.

The state and municipal institutions and the larger colleges, particularly those with enrollments of 3000 or over, believe that shortening of the four-year period would be satisfactory. This attitude may be a result of their present program and of emergency measures, according to which a student can shorten the number of years in college by attending summer school.

With the total of affirmative answers numbering thirty-two,

TABLE VIII

ATTITUDE OF OHIO INSTITUTIONS RESPONDING, TOWARD REDUCING THE
NUMBER OF YEARS NECESSARY FOR SECURING A COLLEGE EDUCATION:
ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND
ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	4	0	4 *
Municipal	3	0	3
Private	6	6	12
Church-related	<u>19</u>	<u>8</u>	<u>27</u>
Total..	<u>32</u>	<u>14</u>	<u>46</u>
2. Size of institution:			
3000 or over	6	1	7 *
2000-2999	3	0	3
1000-1999	6	2	8
500-999	6	1	7
250-499	6	3	9
1-249	<u>5</u>	<u>7</u>	<u>12</u>
Total..	<u>32</u>	<u>14</u>	<u>46</u>
3. Accreditation:			
Accredited	27	9	36 *
Non-accredited	<u>5</u>	<u>5</u>	<u>10</u>
Total..	<u>32</u>	<u>14</u>	<u>46</u>

*

One institution did not reply.

at least two-thirds of the Ohio colleges and universities are willing to shorten the length of the period for college graduation.

Opinions expressed by Ohio workers are that:

First, the reduction of the number of years necessary for securing a college education should apply only to the liberal arts college.

Second, the shortened period could not be inaugurated without sacrificing real social values that come through the contacts of the four-year program.

Third, three years or less may not be enough for college students to reach full mental maturity. This objection is partially met, in that some educators believe college students of today are mentally more mature than in former years.

Fourth, a term of less than four years would be advisable for exceptional students. This might even improve the scholarship of such talented students.

Fifth, the shorter term could be achieved only if advanced credit granted by a state examining board were used.

Sixth, the shortening of the college term would be possible, if all national and regional accrediting agencies would permit it and would not lower the ratings of the individual colleges and universities.

The preceding statements reveal a certain amount of uncertainty and disagreement. However, Jones expresses the following

point of view:

I am aware that to a considerable number of American educators this represents a sharp departure from our educational ideals. To a recent president of the Association of American Colleges, and to the Dean of a large eastern university, there is something peculiarly sacred about a four-year college course, or else its cash value. At another university, until recently at any rate, you may graduate in three years or perhaps even two, but you must pay the full four-year tuition rate during the process. The latter arrangement at least recognizes individual differences, and is perhaps sound in view of the extra help a very superior student may require; but it does assume -- erroneously, I think -- that everyone starts from scratch as he enters the university with no unusual background from independent study, travel, and the like (17:104).

Extent of Examinations

Assignment of a maximum value for demonstrated skills and abilities.— The extent to which authorities believe that a state examining board should place a maximum value on demonstrated skills and abilities is revealed in Table IX. The replies show forty-one colleges and universities in favor of setting a maximum, with only six institutions answering in the negative. The only opposition comes from the accredited universities with large enrollments. These respondents may assume this attitude, because they do not wish an outside agency to place restrictions on functions that they believe belong primarily to the local institution.

Suggestions from Ohio educators are that:

First, credit granted to college transfer students for demonstrated skills and abilities should be limited by a recommended

TABLE IX

OPINIONS OF OHIO INSTITUTIONS RESPONDING, THAT A STATE EXAMINING BOARD PLACE A MAXIMUM VALUE ON DEMONSTRATED PROFICIENCY: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	2	1	3
Private	10	2	12
Church-related	<u>26</u>	<u>1</u>	<u>27</u>
Total..	41	6	47
2. Size of institution:			
3000 or over	5	3	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	7	0	7
250-499	8	1	9
1-249	<u>11</u>	<u>1</u>	<u>12</u>
Total..	41	6	47
3. Accreditation:			
Accredited	32	5	37
Non-accredited	<u>9</u>	<u>1</u>	<u>10</u>
Total..	41	6	47

maximum.

Second, once the maximum amount of transfer credit is set, any college or university desiring to do so can accept less than the maximum.

Third, most educators believe that such a ruling would eliminate "shoppers" or transient students.

Fourth, once demonstrated proficiency has been translated into college credit, all Ohio colleges and universities should be informed of the action taken.

Fifth, all credit allowances should be based on norms for specific college courses developed by the members of the Ohio College Association.

Extent of Accrediting

Credit from non-accredited institutions.- A majority of the respondents, according to Table X, would permit credit from non-accredited schools to be evaluated by a state examining board; thirty-one answered yes and sixteen no. A majority of the negative replies are from state, municipal, and private colleges and universities. Colleges with enrollments of 3000 or over include only one affirmative and seven negative. The only other category to show a large number of negative answers is that of schools with enrollments of 1-249, in which five no's are recorded. Among the accredited

TABLE X

ATTITUDE OF OHIO INSTITUTIONS RESPONDING THAT A STATE
EXAMINING BOARD SHOULD EVALUATE CREDIT FROM NON-ACCREDITED
SCHOOLS: ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	0	3	3
Private	6	6	12
Church-related	<u>24</u>	<u>3</u>	<u>27</u>
Total..	31	16	47
2. Size of institution:			
3000 or over	1	7	8
2000-2999	3	0	3
1000-1999	6	2	8
500-999	6	1	7
250-499	8	1	9
1-249	<u>7</u>	<u>5</u>	<u>12</u>
Total..	31	16	47
3. Accreditation:			
Accredited	24	13	37
Non-accredited	<u>7</u>	<u>3</u>	<u>10</u>
Total..	31	16	47

institutions twenty-four answered yes and thirteen answered no.

These data present further evidence that large accredited universities consider their procedures satisfactory. It is difficult to understand, however, why five small schools are negative in their replies, possibly in part because three of these schools are not members of the Ohio College Association, yet with their transfer students now being accepted by certain accredited colleges; a state board would place new restrictions on their students.

Representative opinions expressed by Ohio college officers are that:

First, individual colleges and universities, after a state examining board has evaluated certain skills and abilities, should be permitted to give examinations to determine student placement in relation to the local curriculum.

Second, the Ohio College Association should organize a state examining board to examine credit from non-accredited institutions only in the absence of an accrediting agency that operates on a national or regional basis.

Third, if such a state organization is established, there should be some measure of standardization in relation to national and regional accrediting agencies.

Evaluating skills from non-academic sources.- The evaluation of skills from non-academic sources is another problem in determining the extent to which Ohio colleges and universities

would limit accrediting by a state examining board. The data in Table XI show thirty-three colleges in favor of permitting a state examining board to evaluate skills acquired from non-academic sources, while Table X discloses that thirty-one institutions are favorable to having this board examine credit from non-accredited schools. Hence, a majority of the Ohio colleges and universities would permit a state examining board to examine transfer credit from both sources.

The data in Table XI reveal only one category with more negative than affirmative replies; state universities are one for the proposal and four against. The other negative replies are scattered in their distribution.

It should be pointed out that according to Table X three municipal institutions are not in favor of referring students from non-accredited schools to a state examining board, and that according to Table XI they are in favor of referring to this state body students with skills acquired from non-academic sources. Evidently the municipal institutions have developed satisfactory methods for evaluating the credit of the former, but have not for the latter, and wish to be relieved of this responsibility.

It should be noted that 50 per cent of the negative replies are from small private and church-related schools, which believe that skills and abilities acquired from such sources should not be translated into college credit.

Attitudes toward skills from non-academic sources are

TABLE XI

REACTIONS OF OHIO INSTITUTIONS RESPONDING, TOWARD PERMITTING A STATE EXAMINING BOARD TO EVALUATE SKILLS ACQUIRED FROM NON-ACADEMIC SOURCES: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	3	0	3
Private	6	6	12
Church-related	<u>23</u>	<u>4</u>	<u>27</u>
Total..	33	14	47
2. Size of institution:			
3000 or over	4	4	8
2000-2999	3	0	3
1000-1999	5	3	8
500-999	7	0	7
250-499	6	3	9
1-249	<u>8</u>	<u>4</u>	<u>12</u>
Total..	33	14	47
3. Accreditation:			
Accredited	26	11	37
Non-accredited	<u>7</u>	<u>3</u>	<u>10</u>
Total..	33	14	47

that:

First, this policy would be satisfactory, if private institutions are given the privilege of reducing the credit values granted by a state examining board.

Second, a state examining board should take no action in determining credit value for a particular case until after a conference with the institution involved.

Third, a state examining board should not force any college or university to accept its rulings.

Fourth, a state examining board should handle only borderline or difficult cases that the institutions themselves find troublesome to evaluate.

Transfer problems within the institution.- Another problem in determining the authority that should be granted to a state examining board is the transferring of credit from one division to another within the same institution. Table XII shows that Ohio colleges and universities do not wish to have their own transfer problems referred to a state examining board. This fact is clearly indicated in that every category in Table XII shows an overwhelming count against granting this function to a state examining board. Only two institutions replied yes, and forty-five answered no.

The data reveal that Ohio colleges and universities do not believe an outside agency should be responsible for transfer

TABLE XII

ATTITUDE OF OHIO INSTITUTIONS RESPONDING, THAT A STATE EXAMINING BOARD EVALUATE TRANSFER PROBLEMS WITHIN THE INSTITUTION: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	0	3	3
Private	2	10	12
Church-related	0	27	27
Total..	2	45	47
2. Size of institution:			
3000 or over	0	8	8
2000-2999	1	2	3
1000-1999	0	8	8
500-999	1	6	7
250-499	0	9	9
1-249	0	12	12
Total..	2	45	45
3. Accreditation:			
Accredited	1	36	37
Non-accredited	1	9	10
Total..	2	45	47

problems arising within the institutions. This attitude may be the result of the respondents' belief that they know the individual students and their merits or may be a refusal on their part to release this authority.

Statements of Ohio college workers regarding internal accrediting problems are that:

First, internal problems should remain strictly under the jurisdiction of the individual colleges and universities until the efficiency of a state examining board is thoroughly proved.

Second, internal transfer problems can be handled by the institution itself with greater understanding and satisfaction than by any outside agency.

Third, college and university authorities should be given the option of referring internal accrediting problems to a state examining board.

Evaluation of Army Service

Skills acquired during army service.— A majority of the Ohio colleges and universities believe that a state examining board should evaluate skills and abilities acquired during army service. According to Table XIII, thirty-eight institutions indicate a favorable attitude.

In two categories -- state universities and colleges of 3000 or over -- the opinions of responding institutions are divided.

TABLE XIII

ATTITUDE OF OHIO INSTITUTIONS RESPONDING, TOWARD A STATE
EXAMINING BOARD TO EVALUATE SKILLS ACQUIRED DURING ARMY
SERVICE: ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	2	3	5
Municipal	2	1	3
Private	9	2	11 *
Church-related	<u>25</u>	<u>2</u>	<u>27</u>
Total..	<u>38</u>	<u>8</u>	<u>46</u>
2. Size of institution:			
3000 or over	4	4	8
2000-2999	3	0	3
1000-1999	7	1	8
500-999	7	0	7
250-499	7	2	9
1-249	<u>10</u>	<u>1</u>	<u>11</u> *
Total..	<u>38</u>	<u>8</u>	<u>46</u>
3. Accreditation:			
Accredited	29	7	36 *
Non-accredited	<u>9</u>	<u>1</u>	<u>10</u>
Total..	<u>38</u>	<u>8</u>	<u>46</u>

*

One institution did not reply.

In the former, two universities answered yes and three no; in the latter, four colleges replied in the affirmative and four in the negative. In general, Table XIII shows that Ohio colleges and universities want a uniform method for evaluating skills and abilities acquired during army service. Again, 50 per cent of the negative replies are from large state and municipal institutions. Evidently these schools do not wish any outside agency to interfere with their present methods of admitting students to advanced standing.

At the Ohio College Association meeting in April, 1941, it was requested that the Committee on Admission Practices and Advanced Standing Credits assume as part of its responsibility study of advanced standing for returning army trainees (50:53).

Opinions of college officers on this problem are that:

First, all evaluations for college credit should be based on actual training that parallels some phase of the academic curriculum of Ohio colleges and universities.

Second, a few schools believe that a temporary examining board for this purpose should be established.

Third, a state examining board should be developed only in the absence of a national board and in agreement with national and regional accrediting agencies.

Granting to army trainees one year of advanced standing.-

Table XIV shows that most Ohio colleges and universities

believe that they should not indiscriminately grant advanced standing to returning army trainees. Only two institutions stipulate that they would be willing to grant one year of advanced standing. A comparison of the data of Table XIV and of Table XIII indicates that seven institutions do not wish a state examining board to function, yet are not willing to grant one year of advanced standing on their own initiative.

Solution of the Problem after World War I.- First, credit allowances were made when war training paralleled college courses that the student wished to continue.

Second, methods used by Ohio colleges and universities to admit students to advanced standing included: (1) granting one year of advanced standing regardless of army training; (2) granting advanced standing credit, ranging from four to twenty-eight hours, depending on the number of parallel courses; (3) granting one hour of college credit for every month of army service; and (4) granting no college credit regardless of the nature of army service.

Opinions concerning credit for military service are that:

First, a central association, either on a national, regional, or state basis, should be organized to evaluate credit for returning army trainees.

Second, a state examining board might relieve public pres-

TABLE XIV

REACTIONS OF OHIO INSTITUTIONS RESPONDING, TOWARD GRANTING
RETURNING ARMY TRAINEES ONE YEAR OF ADVANCED STANDING:
ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND
ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	0	3	3
Private	0	12	12
Church-related	<u>2</u>	<u>25</u>	<u>27</u>
Total..	2	45	47
2. Size of institution:			
3000 or over	0	8	8
2000-2999	0	3	3
1000-1999	0	8	8
500-999	0	7	7
250-499	1	8	9
1-249	<u>1</u>	<u>11</u>	<u>12</u>
Total..	2	45	47
3. Accreditation:			
Accredited	2	35	37
Non-accredited	<u>0</u>	<u>10</u>	<u>10</u>
Total..	2	45	47

sure on the individual colleges and universities for some form of recognition for army service.

Third, the college should offer some form of recognition to a student who returns to college after the war.

Fourth, some educators believe that college students mature during army service and should be able to carry more advanced courses on their return.

Fifth, if high academic standards are to be maintained, colleges and universities cannot grant admission to advanced standing for army service.

It should be pointed out that the interviews from which the data in Tables XIII and XIV are drawn took place during the last three months of 1941. Near the end of that period the attack on Pearl Harbor took place and the United States of America declared war. These events, of course, are of vital concern to the people of the United States and to educators at the college level in particular. While the data reported here may have expressed the respondents' attitudes at the time given, later events may have brought about marked changes in attitudes.

Superior High School Pupils

Aid to superior high school pupils.— Answers to the statement — "A knowledge of the advantages to be gained through

the use of a state examining board would be an incentive for superior pupils to do better work during the high school period" -- show no common agreement, according to Table XV. State and municipal universities answer in the negative, private colleges are about evenly divided, and church-related institutions are definitely inclined toward the affirmative.

Only one category, in terms of size -- institutions with enrollments of 3000 or over -- shows a majority against use by superior high school pupils of this knowledge to their advantage. The accredited institutions are divided, with twenty-one in favor of such use and sixteen against.

According to Table XV, a majority of the respondents believe that superior students would take advantage of this opportunity to gain additional advanced standing credit; however, there are seventeen negative answers.

Opinions of Ohio college officers are that:

First, if superior high school pupils could gain the required number of units in three years, it would be better to permit them to enter college at the end of this period than to have them continue in high school and to earn more units than are necessary for college entrance.

Second, most high school pupils are carrying five subjects because they have failed to pass in one or more subject and not because of superior ability.

TABLE XV

OPINIONS OF OHIO INSTITUTIONS WITH REGARD TO MOTIVATION OF SUPERIOR HIGH SCHOOL PUPILS THROUGH A KNOWLEDGE OF THE EXAMINATION AVENUE TO ADVANCED STANDING: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	1	2	3
Private	6	5	11*
Church-related	<u>22</u>	<u>5</u>	<u>27</u>
Total..	29	17	46
2. Size of institution:			
3000 or over	2	6	8
2000-2999	2	1	3
1000-1999	6	2	8
500-999	4	3	7
250-499	7	2	9
1-249	<u>8</u>	<u>3</u>	<u>11*</u>
Total..	29	17	46
3. Accreditation:			
Accredited	20	16	36*
Non-accredited	9	1	10
Total..	<u>29</u>	<u>17</u>	<u>46</u>

*

One institution did not reply.

Third, some educators are willing to adopt this program of advanced standing, provided performance and mastery in high school classes equal that attained at the senior college level.

Fourth, in the opinion of many educators, this policy toward advanced standing would stimulate the development of junior colleges.

The data reported indicate that the respondents are not convinced that the privilege of earning advanced credit by examination would prove an incentive to superior high school pupils. However, certain other educators do not share this pessimism. Jones of the University of Buffalo, after a five-year study of such examinations for superior high school pupils, collected these statements from participating teachers:

The new program (of anticipatory examinations) has served as a means of stimulating superior students to become more interested scholars with greater initiative. It has opened the eyes of superior students to the advantages of doing work to the topmost of their ability, rather than sliding along with the others. The system has served also to keep high school teachers more up to date.

Your program has stimulated superior students and it has given them an opportunity to use their initiative. In regard to teaching qualifications I can state frankly that your program has kept me up to much higher levels of scholarship (17:103).

Hyde of Dakota Wesleyan University reports that superior high school pupils are permitted to earn credit by examination, with few negative results (22:219).

Summary

A majority of Ohio colleges and universities are in favor

of establishing a state examining board. The administrative and financial problems might well be assumed by the Ohio College Association, which would control the policies of a state examining board.

A large percentage of the institutions believe that appraisal by such a board would be a relatively scientific way to evaluate non-accredited and non-academic skills and abilities. This evaluation would be made through the use of examinations administered at the individual colleges of the state.

Many Ohio colleges believe that a state examining board should evaluate credit from non-accredited and non-academic sources, but do not favor turning over to such a state organization the internal accrediting problems that arise within the individual institutions.

The returning army trainees will be a possible problem for a state examining board to solve, since the attitude of Ohio colleges and universities is not to grant as much as a year of advanced standing for army service.

There is no common agreement among Ohio colleges that a state examining board would stimulate superior high school pupils to do better work by permitting them to obtain advanced standing by examination.

CHAPTER IV

TRANSFER PROCEDURES

The purpose of this chapter is to describe the methods used by Ohio colleges and universities to admit transfer students to advanced standing. The transfer areas for which data have been compiled are: (1) number of transfer students, (2) accepting credit from colleges recognized by national and regional accrediting associations, (3) recognizing credit from non-recognized academic schools, (4) approving credit from marginal institutions, (5) evaluating credit from foreign universities, (6) accrediting excess high school units, and (7) evaluating the work of students taught by private teachers.

Number of Transfers

Transfer admissions and rejections.- According to Table XVI, which shows the number of advanced standing admissions and approximate rejections for 1941, state and municipal institutions receive the greatest number of transfer admissions; accredited institutions handle the majority of admissions to advanced standing.

The total number of transfer admissions, 5276, with 112.2 the mean number of advanced standing admissions per school,

is indicative of the scope of one phase of the transient student problem. It should be pointed out, however, that many of the smaller institutions are far below the number of transfer admissions indicated by the mean of 112.2, since this figure is greatly influenced by large numbers of transfer students in state, municipal, and some private colleges and universities.

It is interesting to compare this mean number of 112.2 with a median of 40.4 admissions found by Williams in a study reported in 1939 (59:231). His survey includes 346 schools of all types and sizes in every section of the United States (59:231). The discrepancy in the figures is difficult to explain. It may be that Ohio colleges and universities are attractive to students who transfer from outside the state, that their curriculums are singularly alike and encourage transfers within the state, that admission to advanced standing constitutes no barrier, or that events of the past few years have increased the number of transfer cases.

In Table XVI, figures for the number rejected have been approximated, because many Ohio colleges and universities do not keep accurate records of rejected students. One institution, for example, reports that many hundreds of transfer students have been refused admission because of limited facilities, and an undetermined number discouraged because of unsatisfactory credentials.

Table XVI shows also that many transfer applicants were rejected in the state and municipal institutions and in colleges

TABLE XVI

NUMBER OF TRANSFER STUDENTS ACCEPTED AND REJECTED (1941) BY
OHIO INSTITUTIONS: ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Accepted	Rejected	Total
1. Type of control:			
State	2815	704	3519
Municipal	1208	412	1620
Private	752	495	1247
Church-related	501	287	788
Total.	<u>5276</u>	<u>1898</u>	<u>7174</u>
2. Size of institution:			
3000 or over	4305	1106	5411
2000-2999	209	115	324
1000-1999	345	424	769
500-999	174	99	273
250-499	110	64	174
1-249	133	90	223
Total.	<u>5276</u>	<u>1898</u>	<u>7174</u>
3. Accreditation:			
Accredited	5021	1721	6742
Non-accredited	255	177	432
Total	<u>5276</u>	<u>1898</u>	<u>7174</u>
Mean	112.2	40.3	

with enrollments of 3000 or over. The mean number of 40.3 rejected students and the total applications rejected, 1898, are indicative of the size of a second phase of the transient student problem in Ohio.

Transfer admissions and rejections per institution.-

Table XVII presents a frequency distribution of the number of admissions and the approximate rejections. Twenty-nine schools report from one to twenty-five accepted applications. These figures indicate more clearly than those of Table XVI that the mean number of 112.2 acceptances has been influenced greatly by the number accepted in large institutions. The highest category, 301 or over, does not indicate the total number accepted for the three institutions recorded therein, since one university acknowledged 2401 transfer admissions.

According to Table XVII, thirty-three colleges refused admission to from one to twenty-five transfer applicants. This table also discloses that the mean number of 40.3 rejections per institution has been influenced greatly by large numbers of rejections on the part of a few universities.

As mentioned previously, the median of 40.4 admissions for transfer students, as reported in the Williams study (59:231), is practically equal to the mean number of 40.3 representing the students of the present study refused admission to advanced standing. If the approximate figures of Tables XVI and XVII

TABLE XVII

NUMBER OF TRANSFER STUDENTS ACCEPTED AND REJECTED
BY OHIO INSTITUTIONS (1941): ACCORDING TO NUMBER
OF ADMISSIONS PER YEAR

Total Number of Applicants	Number of Institutions	
	Accepting	Rejecting
1. 301 or over	3	3
2. 251-300	0	1
3. 201-250	1	0
4. 151-200	1	2
5. 101-150	0	1
6. 51-100	6	2
26-50	7	5
1-25	29	33
Total	47	47

are in the main accurate, then Ohio colleges and universities have, because of rejected applicants alone, a migrant transfer problem equal to the legitimate (admitted to advanced standing) transfer problem of institutions outside Ohio. Jessup in a report on "academic wanderers" does not believe that education has solved the problem of what is to be done with the hundreds of thousands of young men and women who, with no real desire for higher education, enroll in college every year because they have nothing better to

do (23:250).

National and Regional Accrediting Associations

Acceptance of credit from accredited institutions.- A

list of the national and regional accrediting associations was submitted to the forty-seven respondents to determine how transfer of credit from member institutions was evaluated. These associations are: (1) Association of American Universities, (2) New England Association of Colleges and Preparatory Schools, (3) Association of Colleges and Secondary Schools of Middle States and Maryland, (4) North Central Association of Colleges and Secondary Schools, (5) Association of Colleges and Secondary Schools of the Southern States, and (6) North Western Association of Secondary and Higher Schools.

The policy reported by the forty-seven responding colleges and universities, for granting admission to advanced standing, is the same: all Ohio institutions accept credit by transcript from schools that are members of the foregoing national and regional accrediting associations. This accrediting is done through the use of catalogues, course numbers, descriptive titles, descriptions of given courses, and a knowledge of textbooks used for particular courses.

This appears to be the procedure used by colleges and universities in other parts of the United States. Marsh, in 1936,

reported that:

In general, students transferring between (accredited) such institutions receive credit "hour for hour" for all work completed if the quality of achievement was equal to that required in the receiving college. If, as it sometimes happens, a student has done work in one college which is not offered in the second, the latter may assign credit toward its degree. Sometimes only a part of the credit claimed may be allowed. This is particularly true in transfers between different types of colleges and institutions with distinctly different objectives (34:28-9).

It is difficult to understand how in every instance such procedures can be practiced. A survey of the official transcripts of the forty-seven Ohio colleges and universities was made and the information recorded. Thirty-seven give a descriptive title; thirty-six, course marks; thirty-five, entrance credit; thirty-four, course or catalogue numbers; and thirty-four, the number of credit hours. From these data, it is evident that few official transcripts present identical information, and it is questionable whether transfer credit can be evaluated with a high degree of objectivity in this manner.

Additional data secured from analysis of the official transcripts are: thirty-one report the present status of the students; twenty-three, the date of entrance; twenty-two, the department or college; twenty, the psychological test score or intelligence quotient; and ten, the number or hours of laboratory periods. These data disclose that information for each item is not given by each respondent. It is difficult to determine why certain data are or are not included and, unless admissions officers have information

beyond that which appears on official transcripts, it must be difficult to make a valid estimate of the transfer credit.

The present findings are in agreement with a study of the transcripts of transfer students of the University of Detroit, by Gatien. His findings are:

The data recorded in the college transcripts of credits in the various institutions vary considerably; some provide a key to the grading system employed, whereas approximately 50 per cent do not; the key to the grading system however does not indicate the standards by which the work was judged. Some transcripts also include the percentile rank, intelligence quotient, and test results of the student but the majority do not. The transcripts of high school records appear in two forms: in approximately 60 per cent of the cases studied, the units completed are included in the college transcript of credits without an indication of the students' scholastic achievement, grade or percentile rank in high school; in the remaining 40 per cent of the cases the high school record was presented on special forms provided by the University of Detroit (16:7).

A relatively new method of forwarding transcript information is being used. Nine institutions make photostatic copies of their permanent record cards and forward these copies in lieu of the regular transcript forms. The value of this method is that it gives more information to authorities for credit evaluation purposes.

A survey of official catalogues was made to learn whether Ohio colleges and universities include statements of requirements for admission to advanced standing. These requirements in many instances determine the institution to which students send their applications. Forty-four colleges require a transcript of credit

and thirty-six an honorable dismissal from the first institution. These are the only items mentioned by more than 50 per cent of the catalogues examined.

Twenty-one colleges ask for high school credentials; hence, more than half of the respondents do not require a record for the student before the college period. Ten institutions state that credit from accredited schools is accepted by transcript; they make no qualifications regarding the nature of this credit. Since this credit in some instances may be completely foreign to the curriculum of the particular college, it is difficult to understand how such sweeping statements can be made. It is granted that recent studies point toward greatly increased flexibility in both entrance requirements and graduation requirements of the college.

A college catalogue must be forwarded with the transcript, in the case of eight institutions. This practice represents an expenditure of material, money, and time that may not be realized in terms of the results accomplished.

From these data it may be stated that, in general, Ohio colleges and universities require for transfer of credit only an official transcript and an honorable dismissal from the particular institution attended.

There are certain national, regional, and state accrediting associations that have accepted selected colleges and univer-

sities because they fulfill specific requirements established by such agencies; for example, (1) American Association of Teachers Colleges, (2) Ohio College Association, (3) other state college associations, (4) Ohio State Department of Education, (5) other state departments of education, and (6) American Association of Junior Colleges. However, many institutions accredited by these agencies are not accredited by the national and regional agencies listed earlier in this chapter.

Those institutions not recognized fall within the category of non-recognized academic schools, and the methods used in Ohio colleges and universities for evaluating transfer credit from such schools are the same as for non-recognized academic schools.

Non-recognized Academic Schools

Accrediting methods according to type of control.- There are several procedures used by accredited institutions to approve transfer credits from non-recognized academic schools. While these methods do not vary within the categories established for the present study, the number of colleges and universities using a particular method does vary, as may be ascertained from Table XVIII.

Four state universities employ examinations in one way or another for approving transfer credit from non-recognized academic schools. The fact that only one state school uses probation

TABLE XVIII

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM NON-RECOGNIZED ACADEMIC SCHOOLS:
ACCORDING TO TYPE OF CONTROL OF SCHOOL

Method	State	Municipal	Private	Church	Total
1. Probation	1	1	7	14	23
2. Examination	2	0	1	2	5
3. Both (1) and (2)	2	2	2	8	14
4. Rejected	0	0	2	1	3
5. Transcript	0	0	0	1	1
6. State Department of Education	0	0	0	1	1
Total	5	3	12	27	47

indicates that institutions financed from state funds require demonstrated proficiency for gaining admission to advanced standing.

The three municipal colleges appear to have the same attitude as state universities, in that two of the three use some form of the examination method.

The private and church-related schools favor the probation method to a much greater extent than the examination procedure. They are twenty-one to ten in favor of the probation method. Since many of these colleges have small enrollments, it is assumed that their small faculties do not have the time or possibly the training to develop examinations for measuring student proficiency. There

is the possibility, too, that the probation method is used to encourage students to enroll and thus increase the size of the student body.

Accrediting methods according to size of institution.-

When the data are analyzed according to the size of institutions, as presented in Table XIX, it may be noted that schools with large enrollments tend to require some form of the examination method. For the smaller schools, in the last three categories, the probation method is in favor for determining the proficiency of transfer students from non-recognized academic schools. These data may indicate that the larger institutions have faculty members who are capable of constructing the necessary tests or that they have sufficient funds to purchase appropriate tests. The extent to which the smaller schools depend on probation may mean that their faculty members are carrying such heavy teaching loads as to prevent construction of examinations for determining admission to advanced standing.

Evaluation methods according to type of accreditation.-

A division of the responding institutions into accredited and non-accredited categories, as in Table XX, reveals that ten of the former and four of the latter use both examinations and probation to evaluate transfer credit. Twenty accredited and three non-accredited institutions use probation. Taking into consideration

TABLE XIX

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM NON-RECOGNIZED ACADEMIC SCHOOLS:
ACCORDING TO SIZE OF INSTITUTION

Method	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	Total
1. Probation	3	1	2	8	7	4	23
2. Examination	1	0	2	0	0	2	5
3. Both (1) and (2)	3	2	3	1	1	4	14
4. Rejected	1	0	0	0	1	1	3
5. Transcript	0	0	1	0	0	0	1
6. State Department. of Education	0	0	0	0	0	1	1
Total	8	3	8	7	9	12	47

the total number of respondents in each category, proportionally more non-accredited than accredited institutions depend on examinations to measure proficiency. Table XX also shows that relatively more accredited than non-accredited institutions use probation.

The data in Tables XVIII, XIX, and XX indicate that Ohio colleges and universities have relatively greater confidence in probation and in a combination of examinations and probation as methods of admitting students from non-recognized schools to advanced standing. Since only three colleges always reject

TABLE XX

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM NON-RECOGNIZED ACADEMIC SCHOOLS:
ACCORDING TO TYPE OF ACCREDITATION

Method	Accredited	Non-accredited	Total
1. Probation	20	3	23
2. Examination	4	1	5
3. Both (1) and (2) ..	10	4	14
4. Rejected	2	1	3
5. Transcript	1	0	1
6. State Department of Education	0	1	1
Total	37	10	47

credit from non-recognized academic sources, these data indicate that transfer students with such credit can gain admission to recognized colleges and universities, if proficiency can be satisfactorily demonstrated.

To determine the number of institutions that mention in their catalogues the examination avenue to advanced standing, a survey of the catalogues of the forty-seven Ohio colleges and universities was made. Only five institutions grant admission to advanced standing by examination. It appears that a number of Ohio institutions offer the avenue of examinations, but do not encourage students to take advantage of this opportunity. Four

schools evaluate transfer credit after one year of probation, and one after a semester of probation. One institution states that a transfer student on probation at the school from which he comes will be admitted on the same basis.

Credits from Marginal Institutions

Methods used by state universities.- Credit from marginal institutions is considered in Table XXI. Of five responding institutions, four use examinations to evaluate transfer credit from one or more types of marginal institutions. It should be noted that in only one instance do state universities believe in accepting marginal credit by the probation method -- from W.P.A. classes. This indicates that state universities want more exacting methods for measuring skills and abilities acquired from such sources. The low esteem in which state universities hold transfer credit from marginal sources is further indicated in that skills and abilities from a particular type of agency are always rejected by one or more universities.

Nursing credit is received with more confidence by state universities than is true of other skills and abilities acquired from marginal sources. This is evident from the fact that two universities accept nursing credit by transcript. Whether this credit is from their own nursing schools or colleges or by agreement with selected hospitals is not ascertainable from the avail-

TABLE XXI
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: AS USED BY
STATE UNIVERSITIES

Marginal Institutions	Accrediting Methods					Total
	Proba- tion	Examin- ation	Both (1) and (2)	Rejected	Trans- script	
1. Nursing	0	2	0	1	2	5
2. Osteopathy	0	2	1	2	0	5
3. W.P.A. classes	1	3	0	1	0	5
4. Y.M.C.A. schools	0	3	0	2	0	5
5. Adult education	0	3	0	2	0	5
6. Trade schools	0	3	1	1	0	5
7. Correspondence schools	0	4	0	1	0	5
8. Schools of industry ..	0	4	0	1	0	5

able evidence.

Methods used by municipal universities.- Table XXII presents the data compiled for municipal universities. Again it appears that nursing credit is received with greater assurance than credit from other marginal sources; two institutions accept nursing credit by transcript, and the other university evaluates such work through the use of a probation period. For no other type of marginal agency is credit accepted by transcript.

According to Table XXII, starting with item 2 and including item 8, one or more institutions require an examination and probation. From all such marginal sources, one institution specifies that proficiency be demonstrated by both examinations and probation. It is also evident from this table that municipal universities place a greater value on examinations and probation used jointly than on either used independently. The data indicate that municipal universities are giving students from marginal institutions opportunity to have their credit transferred; only one university always rejects skills and abilities acquired from each of four marginal sources.

Methods used by private institutions.- It is apparent from Table XXIII that few private institutions accept transfer credit from marginal institutions. Seven institutions reject nursing credit, and ten colleges have the same policy for other credit from marginal sources. It should also be noted that only two private colleges will accept marginal credit by transcript.

TABLE XXII
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: AS USED BY
MUNICIPAL UNIVERSITIES

Marginal Institutions	Accrediting Methods						Total
	Probation	Examination	Both (1) and (2)	Rejected	Transcript		
1. Nursing	1	0	0	0	2		3
2. Osteopathy	1	0	1	1	0		3
3. W.P.A. classes	0	1	1	1	0		3
4. Y.M.C.A. schools	1	1	1	0	0		3
5. Adult education	0	1	1	1	0		3
6. Trade schools	1	1	1	0	0		3
7. Correspondence schools	1	1	1	0	0		3
8. Schools of industry ..	0	1	1	1	0		3

TABLE XXIII

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: AS USED BY
PRIVATE COLLEGES AND UNIVERSITIES

Marginal Institutions	Accrediting Methods						Total
	Probation	Examination	Both (1) and (2)	Rejected	Trans- script		
1. Nursing	1	1	1	7	2		12
2. Osteopathy	0	1	1	10	0		12
3. W.P.A. classes	0	1	1	10	0		12
4. Y.M.C.A. schools	0	1	1	10	0		12
5. Adult education	0	1	1	10	0		12
6. Trade schools	0	1	1	10	0		12
7. Correspondence schools	1	1	1	9	0		12
8. Schools of industry ...	0	2	1	9	0		12

Those institutions which do evaluate skills and abilities acquired in marginal institutions use either examinations, probation, or both. In one institution both of these methods are required. In no case, however, are admissions from marginal sources granted by more than three institutions, regardless of the measures taken to evaluate this work.

A point of interest is that three private colleges accept skills and abilities acquired in industry. Two of these institutions require examinations, while the other requires both probation and examination.

Methods used by church colleges.- The church-related category includes twenty-seven colleges and universities; many of the smaller colleges fall within this group. The data of Table XXIV reveal a wide variety of methods for accrediting skills and abilities acquired from marginal institutions. For item 1, nursing, for example, five institutions accept such credit by examination, three by probation, one by a combination of both methods, ten by transcript, and eight institutions always reject it. No other credit from marginal sources is accepted by so many church-related colleges.

The number of institutions that always reject skills and abilities acquired from other marginal sources ranges from twenty-two to twenty-four. Thus, a large percentage of church-related institutions gives no consideration or recognition whatsoever to transfer applicants from marginal sources. Consequently, students who have

TABLE XXIV

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
 THE STUDENTS FROM MARGINAL INSTITUTION: AS USED BY
 CHURCH INSTITUTIONS

Marginal Institutions	Accrediting Methods					
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script	Total
1. Nursing	3	5	1	8	10	27
2. Osteopathy	1	1	1	24	0	27
3. W.P.A. classes	1	2	1	23	0	27
4. Y.M.C.A. schools	1	2	1	22	1	27
5. Adult education	0	2	1	24	0	27
6. Trade schools	0	1	2	23	1	27
7. Correspondence schools .	0	2	1	24	0	27
8. Schools in industry	0	2	2	23	0	27

acquired such knowledge and wish to have it transferred into college credit must apply to the larger institutions where examinations, probation, or both are offered as avenues of admission.

A rather surprising bit of evidence is found in Table XXIV, in that one college accepts credit from Y.M.C.A. schools and trade schools by transcript.

If Tables XXI, XXII, XXIII, and XXIV are considered together, it is evident that relatively more state and municipal universities offer opportunities for advanced standing from marginal sources than do either private or church-related institutions. It is also clear that Ohio colleges and universities use examinations to a much greater extent than either probation or a combination of examinations and probation. Examinations may be used because these institutions do not have parallel or continuation courses in the particular areas represented by the credit for advanced standing. Hence, the only available method of determining proficiency is through examinations. This credit may be used in the place of electives in colleges where no parallel courses are offered.

Siedle's investigation of the practices of vocational industrial teacher-training institutions with respect to granting college credit for trade experience reveals that:

The basic educational requirements of the 38 colleges and universities reporting vary for the different types of course organization. While the majority of institutions have courses open to individuals with trade experience who have an eighth grade or equivalent education, there are some that will not admit students for credit who have not completed a high-school education, and

there are others that require some high-school preparation.

As many as eight institutions allow regular college credit to non-high-school graduates for professional vocational industrial education courses successfully pursued. The majority of colleges and universities allow only tentative college credit to non-high-school graduates, while seven institutions require complete high school preparation for regular college credit in the professional vocational industrial education courses pursued under the various plans of course organization (51:324).

Methods used by institutions of 3000 enrollment or over.- Another way of approaching the problem is indicated in Table XXV, which tabulates methods of admission to advanced standing from marginal institutions to colleges with an enrollment of 3000 or over. This is the first table of a series that lists the procedures used by institutions of varying sizes.

Table XXV shows that nursing credit is received with greater reliance by institutions in this category than is credit from all other marginal sources. This is evident in that one institution uses probation, five accept credit by transcript, and only two schools always reject such credit.

There is a negative attitude toward advanced standing from all other marginal sources; credit in osteopathy, for example, is always rejected by five institutions, and trade school credit is always rejected by two schools.

The type of institution for which data are given in Table XXV considers the examination method best for determining the proficiency of students. Three universities use this procedure to

TABLE XXV
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
OF 3000 OR OVER

Marginal Institutions	Accrediting Methods						Total
	Probation	Examination	Both (1) and (2)	Rejected	Transcript		
1. Nursing	1	0	0	2	5	8	
2. Osteopathy	1	1	1	5	0	8	
3. W.P.A. classes	1	3	1	3	0	8	
4. Y.M.C.A. schools	1	3	1	3	0	8	
5. Adult education	0	3	1	4	0	8	
6. Trade schools	1	3	2	2	0	8	
7. Correspondence schools	1	3	1	3	0	8	
8. Schools in industry ...	0	3	1	4	0	8	

examine credit from all marginal sources, except nursing and osteopathy, before granting advanced standing.

One institution relies on the probation method for all marginal sources, except for credit in adult education and in schools of industry. With the exception of nursing credit, one institution insists that all other marginal credit be evaluated by both probation and examination. The data indicate that, in the main, each college or university has its individual procedure for evaluating credit from marginal sources.

Methods used by institutions of 2000 to 2999.- This category includes only three colleges and universities, as presented in Table XXVI. One institution always rejects credit in nursing, while two others accept it by transcript. Skills and abilities acquired from all other marginal sources are always rejected. This leaves no avenue for such training to be translated into college credit, as far as these particular institutions are concerned.

Methods used by institutions of 1000 to 1999.- This category has eight respondents. Here again, according to Table XXVII, nursing credit is received with more assurance. All colleges, with one exception, accept this credit by some method.

Other credit is subject to a variety of evaluative procedures. Osteopathy credit proves least acceptable, while Y.M.C.A., trade, and correspondence school credit has greater possibilities for being translated into college credit.

TABLE XXVI

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
 THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
 OF 2000 TO 2999

Marginal Institutions	Accrediting Methods					Total
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script	
1. Nursing	0	0	0	1	2	3
2. Osteopathy	0	0	0	3	0	3
3. W.P.A. classes	0	0	0	3	0	3
4. Y.M.C.A. schools	0	0	0	3	0	3
5. Adult education	0	0	0	3	0	3
6. Trade schools	0	0	0	3	0	3
7. Correspondence schools .	0	0	0	3	0	3
8. Schools in industry	0	0	0	3	0	3

TABLE XXVII
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
OF 1000 TO 1999

Marginal Institutions	Accrediting Methods						Total
	Probation	Examination	Both (1) and (2)	Rejected	Transcript		
1. Nursing	1	3	0	1	3	8	
2. Osteopathy	0	2	0	6	0	8	
3. W.P.A. classes	0	2	0	6	0	8	
4. Y.M.C.A. schools	0	3	0	4	1	8	
5. Adult education	0	3	0	5	0	8	
6. Trade schools	0	2	1	4	1	8	
7. Correspondence schools .	1	3	0	4	0	8	
8. Schools in industry	0	2	1	5	0	8	

Methods used by institutions of 500 to 999.- Table

XXVIII reveals that, as the enrollment decreases, colleges and universities become less inclined to accept marginal credit. This is true of nursing credit, which three of seven institutions always reject. Evidently schools in this category do not offer nursing degrees, but some have arrangements whereby they will accept this credit to be applied to other degrees.

The institutions that recognize marginal credits use the examination method. Osteopathy and W.P.A. credit is approved by two colleges, and all other credit by one school.

The data in Table XXVIII indicate that the colleges and universities in this category do not have a high regard for skills and abilities obtained from non-academic marginal sources. The facts also signify that these schools adhere closely to the rules and regulations prescribed by the national and regional accrediting associations. Tradition may also play an important part in determining whether the colleges in this category do or do not accept skills and abilities acquired from marginal sources.

Methods used by institutions of 250 to 499.- From Table XXIX it is evident that most of the nine schools in this category always reject transfer credit from marginal institutions. There is proportionally less opportunity for marginal credit to be translated into advanced standing in schools of this size than in schools of 500 to 999 enrollment. Nursing is accepted by two colleges,

TABLE XXVIII

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
 THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
 OF 500 TO 999

Marginal Institutions	Accrediting Methods					
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script	Total
1. Nursing	0	0	1	3	3	7
2. Osteopathy	0	1	1	5	0	7
3. W.P.A. classes	0	1	1	5	0	7
4. Y.M.C.A. schools	0	0	1	6	0	7
5. Adult education	0	0	1	6	0	7
6. Trade schools	0	0	1	6	0	7
7. Correspondence schools .	0	0	1	6	0	7
8. Schools in industry	0	0	1	6	0	7

TABLE XXIX
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
OF 250 TO 499

Marginal Institutions	Accrediting Methods						Total
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script		
1. Nursing	1	1	0	5	2		9
2. Osteopathy	1	0	0	8	0		9
3. W.P.A. classes	1	0	0	8	0		9
4. Y.M.C.A. schools	1	0	0	8	0		9
5. Adult education	0	0	0	9	0		9
6. Trade schools	0	0	0	9	0		9
7. Correspondence schools .	0	0	0	9	0		9
8. Schools in industry	0	1	0	8	0		9

and credit in osteopathy, W.P.A., Y.M.C.A., and schools of industry by one institution in each instance. In one college the probation method is used to evaluate nursing, osteopathy, W.P.A., and Y.M.C.A. credit. This school undoubtedly employs probation for students who take advanced work in a subject area represented by earlier courses from the marginal institutions. Otherwise, the probation method could not very well be used.

The evidence indicates wide diversity of practice in admitting students from marginal sources to advanced standing.

Methods used by institutions of 1 to 249.- Ten of the responding colleges for which data are given in Table XXX always refuse credit from all marginal sources, except nursing in certain instances; seven colleges always reject credit in nursing. Evidently these small colleges do not consider students from marginal sources a good risk. It should be pointed out that nursing credit is accepted by five colleges and all other marginal credits by two schools. These institutions may have advanced standing agreements that they are fulfilling or may wish to increase enrollment. As a rule, small colleges operate on a limited financial budget, and students from marginal sources represent one means of increasing income.

From Tables XXV to XXX, it is evident that larger institutions, in proportion, offer greater opportunity to transfer credit from marginal agencies than do smaller institutions.

TABLE XXX

OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
 THE STUDENTS FROM MARGINAL INSTITUTIONS: ENROLLMENTS
 OF 1 TO 249

Marginal Institutions	Accrediting Methods					Total
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script	
1. Nursing	0	2	1	7	2	12
2. Osteopathy	0	1	1	10	0	12
3. W.P.A. classes	0	1	1	10	0	12
4. Y.M.C.A. schools	0	1	1	10	0	12
5. Adult education	0	1	1	10	0	12
6. Trade schools	0	1	1	10	0	12
7. Correspondence schools .	0	1	1	10	0	12
8. Schools in industry	0	1	1	10	0	12

The fact that large universities are offering opportunities for admission to advanced standing from marginal areas may partially explain the large number of transfer students who apply to large institutions.

Methods used by accredited institutions.- It is possible that accreditation standards may be a factor that some Ohio colleges and universities consider when admitting students from marginal sources to advanced standing. Differences may be revealed when the methods used by accredited and non-accredited schools are studied.

The data for accredited institutions include thirty-seven colleges and universities. Of the responding schools represented in Table XXXI, twelve accept nursing credit on transcript, one recognizes Y.M.C.A. school credit, and one receives trade school credit. No credit from other marginal sources is accepted by transcript.

The number of institutions that always reject skills and abilities acquired from marginal sources ranges from fourteen for nursing credit to twenty-eight for osteopathy credit. This shows that accredited institutions are more inclined to refuse admission to advanced standing to students whose previous education has been thus obtained.

Institutions that do accept transfer credit from such sources employ examinations more often to measure proficiency than either probation or both examinations and probation. The number

TABLE XXXI
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: ACCORDING
TO ACCREDITED COLLEGES

Marginal Institutions	Accrediting Methods					Total
	Proba- tion	Examin- tion	Both (1) and (2)	Rejected	Trans- script	
1. Nursing	3	5	3	14	12	37
2. Osteopathy	2	4	3	28	0	37
3. W.P.A. classes	2	7	3	25	0	37
4. Y.M.C.A. schools	2	7	3	24	1	37
5. Adult education	0	7	3	27	0	37
6. Trade schools	1	6	5	24	1	37
7. Correspondence schools ..	2	8	3	24	0	37
8. Schools in industry	0	9	4	24	0	37

of institutions utilizing examinations for this purpose varies from four for osteopathy to nine for schools of industry.

The next most prevalent method, according to the number of institutions that report employing it, is a combination of examinations and probation. This procedure is used by three colleges to measure proficiency for osteopathy and by five colleges to evaluate trade school transfer credit. The least frequent procedure is probation; no institution will thus evaluate proficiency for transfer students from schools of industry and adult education.

Methods used by non-accredited institutions.- Only ten schools are represented in Table XXXII, which gives data for non-accredited institutions. With the exception of nursing credit, which four schools will accept by transcript and one school by examination, and which five schools always reject, all other skills and abilities acquired from marginal sources are always rejected.

Tables XXXI and XXXII indicate that accredited institutions are definitely more liberal in accepting marginal credit. It may be that the non-accredited colleges are seeking to maintain high scholastic standards in the hope of meeting certain criteria leading to recognition by a national or a regional accrediting association. Hence, they reject credits from marginal sources, except nursing.

In investigating college credit for the various types of trade experience Siedle reports that:

TABLE XXXII
OHIO INSTITUTIONAL METHODS OF ADMITTING TO ADVANCED STANDING
THE STUDENTS FROM MARGINAL INSTITUTIONS: ACCORDING
TO NON-ACCREDITED SCHOOLS

Marginal Institutions	Accrediting Methods						Total
	Probation	Examination	Both (1) and (2)	Rejected	Trans- script		
1. Nursing	0	1	0	5	4		10
2. Osteopathy	0	0	0	10	0		10
3. W.P.A. classes	0	0	0	10	0		10
4. Y.M.C.A. schools	0	0	0	10	0		10
5. Adult education	0	0	0	10	0		10
6. Trade schools	0	0	0	10	0		10
7. Correspondence schools ..	0	0	0	10	0		10
8. Schools in industry	0	0	0	10	0		10

Five colleges and universities allow credit for trade experience equivalent to a shop major. The university of Michigan is the most generous, allowing 32 credits for 4 years of experience; the University of Akron and the University of Pittsburgh follow with 24 credits for 3 and 6 years of experience respectively; while Pennsylvania State College allows 20 credits for 6 years of experience and Texas Agricultural and Mechanical allows 20 credits for 5 years of experience.

Twenty different trades have been recognized for college credit by 9, or 50 per cent, of the 18 colleges and universities reporting some practice of evaluating experience. The machinist trade has been recognized for college credit by 8 institutions; carpentry has been recognized by 7 colleges and universities; the trades of automobile mechanic and electrician have been recognized by 6; cabinet making, drafting, and pattern making by 5; foundry, printing, and trade millinery by 4; plumbing, sheet metal, and trade dressmaking by 3; baking and bricklaying by 2; and beauty culture, house painting, locomotive engineering, mining, and plastering by 1 each (51:324).

Evaluation of Foreign Credit

Transfer admissions from foreign universities, according to type of institutional control.— The methods that colleges and universities use to accept credit from foreign universities are presented in Table XXXIII. Transfer students from foreign institutions are admitted to advanced standing by transcript in five state, two municipal, nine private, and twenty-four church-related colleges and universities. Both examinations and probation are used by one private and one church-related institution. Only slight use is made of the examination method alone with probation employed in one municipal and one private college.

It is clear that colleges and universities depend mainly

on official transcripts to evaluate credit from foreign universities.

According to the data in Table XXXIII, foreign students do not appear to have difficulty in gaining advanced standing in Ohio institutions. In relation to this subject, Robertson explains that:

College examiners are experienced in evaluating the credentials of students from institutions abroad, and in case of necessity have at command the expert service of the Bureau of Education. Of course in changing from one institution to another at home or abroad, or even from one curriculum to another within a single institution, there may seem to be a loss of time because of difference in degree requirements (49:35).

To give some indication of the number of cases referred to the United States Office of Education, 1040 evaluations of foreign credit were made in 1938-39 and 1161 during 1939-40 (2:99).

Some educators believe that these methods are inadequate for evaluating foreign credit and that equivalence of background and experience in relation to American institutions is not always assured.

Transfer admissions from foreign universities, according to size of institution.- The various procedures used to appraise the work of foreign students, analyzed according to size of institutions, are reported in Table XXXIV. Large universities with enrollments of 3000 or over use a wider range of methods than do any of the smaller institutions: of these eight large institutions, two use probation, one employs examinations, and five accept credit by transcript.

TABLE XXXIII

OHIO INSTITUTIONAL METHODS OF ACCEPTING TRANSFER
CREDIT FROM FOREIGN UNIVERSITIES: BY TYPE OF
CONTROL INSTITUTIONAL

Method	State	Municipal	Private	Church	Total
1. Probation	0	1	1	0	2
2. Examination	0	0	1	2	3
3. Both (1) and (2)	0	0	1	1	2
4. Rejected	0	0	0	0	0
5. Transcript	5	2	9	24	40
Total	5	3	12	27	47

TABLE XXXIV

OHIO INSTITUTIONAL METHODS OF ACCEPTING TRANSFER
CREDIT FROM FOREIGN UNIVERSITIES: ACCORDING
TO SIZE OF SCHOOL

Method	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	Total
1. Probation	2	0	0	0	0	0	2
2. Examination	1	0	0	0	2	0	3
3. Both (1) and (2)	0	0	1	1	0	0	2
4. Rejected	0	0	0	0	0	0	0
5. Transcript	5	3	7	6	7	12	40
Total	8	3	8	7	9	12	47

For enrollments of 2000-2999 and 1-249, the responding institutions accept all foreign credit by transcript. In the 1000-1999 and 500-999 categories, one institution in each group uses both examination and probation, and in the 250-499 category two colleges employ examinations.

According to the data in Table XXXIV, it appears that the size of the institution does not make a real difference in the type of method used to evaluate transfer admissions from foreign universities.

Transfer admissions from foreign universities, according to type of accreditation.- Table XXXV discloses that thirty accredited colleges and universities accept foreign credits by transcript, three by examination, two by probation, and two by both examination and probation. This indicates that at least some accredited institutions believe that procedures other than the transcript method should be used to determine proficiency.

The ten non-accredited institutions responding use the transcript procedure. No institution of this group utilizes any of the other methods for evaluating foreign credit.

From the data in Tables XXXIII, XXXIV, and XXXV, it is evident that some accredited schools are beginning to question the equivalence of foreign credits in comparison with those of American universities, and are insisting that foreign students demonstrate proficiency at the level of advanced standing requested.

TABLE XXXV

OHIO INSTITUTIONAL METHODS OF ACCEPTING TRANSFER
CREDIT FROM FOREIGN UNIVERSITIES: BY TYPE OF
ACCREDITATION

Method	Accredited	Non-accredited	Total
1. Probation	2	0	2
2. Examination	3	0	3
3. Both (1) and (2)	2	0	2
4. Rejected	0	0	0
5. Transcript	30	10	40
Total	37	10	47

There are certain other indications that foreign students and American students studying abroad may not always be receiving an education in keeping with American needs and standards, as implied by Douglas:

Any Americans wishing to study abroad for credit should first secure full information concerning the session abroad, particularly the conduct of the courses for which credit is desired. He should then consult the university department under whose auspices he may be working in order to discover what the attitude of that particular department may be toward the credit question. The department or departments may require of him what examinations or reports they will, on his return, and will then recommend or not, as the case may be that a certain amount of credit be granted. No promise is made in advance (11:13).

Evaluation of Excess High School Units

Advanced standing procedures for excess high school units, according to type of institutional control.- The various procedures used to secure admission to advanced standing for excess high school units and the number of institutions utilizing each method are described in Table XXXVI. Of these institutions, thirty-five always reject such requests, ten use examinations, one a combination of examinations and probation, and one probation. Among the ten institutions that do admit students with excess high school units to advanced standing by examination are one state, one municipal, two private, and six church-related colleges and universities.

In none of the categories do all the institutions accept excess high school units, and a large majority of the colleges and universities offer no process by which such units may be evaluated.

The evidence is that a majority of Ohio institutions do not wish to grant superior high school pupils credit for excess units. It may be that this policy is based on the belief that high school courses are not equivalent to college courses. The six church-related schools may have adopted this policy in an effort to attract a larger number of superior high school pupils and to increase enrollments.

TABLE XXXVI

OHIO INSTITUTIONAL METHODS OF ACCEPTING EXCESS HIGH
SCHOOL CREDIT FOR ADMISSION TO ADVANCED STANDING:
BY TYPE OF INSTITUTIONAL CONTROL

Method	State	Municipal	Private	Church	Total
1. Probation	0	0	0	0	0
2. Examination	1	1	2	6	10
3. Both (1) and (2)	0	0	0	1	1
4. Rejected	3	2	10	20	35
5. Transcript	1	0	0	0	1
Total	5	3	12	27	47

Only two catalogues of the forty-seven institutions surveyed say that credit can be secured by examination over excess high school units. Hence, it may be assumed that, of the seven schools accepting excess high school units, five are not anxious for students to take advantage of the opportunity.

Advanced standing procedures for excess high school units, according to size of institution.- The types of evaluation procedures used by institutions of different sizes are shown in Table XXXVII, which reveals that institutions with enrollments of 500-999 and 1000-1999 are more liberal in their acceptance of excess high school units. In the first of these two categories, three institutions employ examinations and one used both the examination and

TABLE XXXVII

OHIO INSTITUTIONAL METHODS OF ACCEPTING EXCESS HIGH
SCHOOL CREDIT FOR ADMISSION TO ADVANCED STANDING:
ACCORDING TO SIZE OF INSTITUTION

Method	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	Total
1. Probation	0	0	0	0	0	0	0
2. Examination	1	0	3	3	0	3	10
3. Both (1) and (2)	0	0	1	0	0	0	1
4. Rejected	6	3	4	4	9	9	35
5. Transcript	1	0	0	0	0	0	1
Total	8	3	8	7	9	12	47

probation methods; in the latter category, three schools use the examination method. Only four colleges in each category reject such applications.

According to Table XXXVII, the larger institutions seem less inclined than the smaller schools to accept excess high school units. The smaller institutions may use this method to increase their enrollments. It is clearly evident that those schools which accept excess high school units require demonstrated proficiency by examination, possibly because this procedure is prompt and makes it possible for students seeking advanced standing to begin work at the proper level without loss of time.

Advanced standing procedures for excess high school units, according to type of accreditation.- Of the thirty-seven accredited institutions responding, as represented in Table XXXVIII, twenty-six reject excess high school units. Of the eleven that do accept excess high school units, nine use examinations, one a combination of examinations and probation, and one employs probation.

Nine of ten non-accredited schools reject all applications for advanced standing based on excess high school units. The one non-accredited school that accepts such applications uses examinations as the method to determine proficiency.

Accredited schools are relatively more generous in recognizing excess high school units than non-accredited schools. Possibly the non-accredited schools are seeking membership in some national or regional association and may not wish to employ any practice that would retard progress toward this goal.

Dakota Wesleyan University grants any student the opportunity of admission to advanced standing, provided he can demonstrate the required proficiency (22:219). Hyde reports that any candidate can earn advanced standing credit by examination, but must fulfill all college entrance requirements and must regularly execute all necessary registration forms (22:219). Jones says that the University of Buffalo has an arrangement with the Buffalo city school system whereby superior high school pupils are encouraged to take advantage of the examination avenue to advanced standing (17:99).

TABLE XXXVIII

OHIO INSTITUTIONAL METHODS OF ACCEPTING EXCESS HIGH
SCHOOL CREDIT FOR ADMISSION TO ADVANCED STANDING:
ACCORDING TO TYPE OF ACCREDITATION

Method	Accredited	Non-accredited	Total
1. Probation	0	0	0
2. Examination	9	1	10
3. Both (1) and (2)	1	0	1
4. Rejected	26	9	35
5. Transcript	1	0	1
Total	37	10	47

He states that the program motivates superior pupils, aids high school teachers with this problem, and shortens the college period of training (17:102-3). The conclusions drawn by Anderson from the results of a study of 4876 students enrolled at Pasadena Junior College are: (1) that large numbers of carefully selected high school pupils can carry college work with success, and (2) that universities will accept credit earned by these pupils, if previous and subsequent work justifies such acceptance (3:299).

Appraising the Work of Students Taught by Private Teachers

Private tutoring, admission according to type of institutional control.- Table XXXIX lists the methods that Ohio colleges

TABLE XXXIX

OHIO INSTITUTIONAL METHODS OF ACCREDITING SKILLS
AND ABILITIES FOR ADMISSION TO ADVANCED STANDING,
ACQUIRED THROUGH PRIVATE TUTORING: BY TYPE OF
INSTITUTIONAL CONTROL

Method	State	Municipal	Private	Church	Total
1. Probation	0	1	0	0	1
2. Examination	4	1	5	7	17
3. Both (1) and (2)	0	0	0	1	1
4. Rejected	1	1	7	19	28
5. Transcript	0	0	0	0	0
Total	5	3	12	27	47

and universities are using to admit students of private teachers to advanced standing. Twenty-eight institutions reject such applications for advanced standing, seventeen use examinations, one employs both examinations and probation, and one uses probation.

Of the five state universities, four offer examinations and one rejects such applications. Of the three municipal universities, one offers examinations, one uses probation, and one always rejects advanced standing requests from students of private teachers. The private and church-related colleges that do not reject such applications use the examination method.

A greater percentage of state and municipal universities

offers opportunities for students of private teachers to be admitted to advanced standing than either the private or church-related colleges. Since state and municipal universities are better equipped to develop examinations, this may be a determining factor in attempting to appraise the work of students taught by private teachers.

Probation definitely is not a procedure that colleges and universities believe should be used for measuring skills acquired through private instruction; in the main they employ examinations.

Of the nineteen institutions offering admission to advanced standing to students of private teachers, only two mention this opportunity in their catalogues. Certainly knowledge of this avenue of admission would be helpful in the selection of an institution to attend. Schools that do not mention in their catalogues this avenue to advanced standing evidently do not encourage use of such examinations.

Private tutoring, admission according to size of institution.- When Ohio colleges and universities are classified according to enrollment, as represented in Table XL, the largest category, 3000 or over, appears to be more generous than any of the others in accepting privately taught students for advanced standing. Of the eight universities in this group, four admit students through the use of examinations, one by probation, and three reject applications from privately tutored students.

In the categories, 500-999 and 1000-1999, four institutions

TABLE XL

OHIO INSTITUTIONAL METHODS OF ACCREDITING SKILLS AND
ABILITIES ACQUIRED FROM PRIVATE TUTORING, FOR
ADMISSION TO ADVANCED STANDING: ACCORDING TO
SIZE OF INSTITUTION

Method	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	Total
1. Probation	1	0	0	0	0	0	1
2. Examination	4	1	4	4	0	4	17
3. Both (1) and (2)	0	0	1	0	0	0	1
4. Rejected	3	2	3	3	9	8	28
5. Transcript	0	0	0	0	0	0	0
Total	8	3	8	7	9	12	47

in each offer examinations, while in the latter group one institution requires both examinations and probation. In the category, 1-249, four institutions use examinations. It is apparent from these data that few colleges and universities accept students of private teachers, except through the use of examinations.

Apparently, institutions accept students of private teachers, if they have appropriate faculty members to develop the necessary examinations or if the institutional policy makes this admission possible. The existence of special departments, such as music and art, may influence the policies of institutions in accepting students of private teachers, since they represent means

for determining proficiency and desire to attract talented students to their departments.

Private tutoring, admission according to type of accreditation.- The accredited institutions represented in Table XLI show much greater flexibility in handling students of private teachers than do non-accredited schools. Only nineteen of thirty-seven accredited institutions reject such applicants, while nine of ten non-accredited schools reject them.

Of the eighteen accredited institutions that permit admission to advanced standing, sixteen use examinations, one employs both examinations and probation, and one used probation.

Table XLI reveals that accredited Ohio colleges and universities have more confidence in the examination method for measuring proficiency than in either probation or in examinations and probation.

Relatively more Ohio institutions are offering an opportunity for advanced standing than Jordan found true in his study. He reports that seventeen institutions permit examinations without restriction, thirty-one provide but do not encourage examinations, and fifty-one do not grant advanced standing under any conditions (27:260). The attitude of Ohio colleges and universities may be a step toward encouraging more students of private teachers to continue their education.

TABLE XLI

OHIO INSTITUTIONAL METHODS OF ACCREDITING SKILLS AND
 ABILITIES ACQUIRED FROM PRIVATE TUTORING, FOR
 ADMISSION TO ADVANCED STANDING: ACCORDING TO
 TYPE OF ACCREDITATION

Method	Accredited	Non-accredited	Total
1. Probation	1	0	1
2. Examination	16	1	17
3. Both (1) and (2)	1	0	1
4. Rejected	19	9	28
5. Transcript	0	0	0
Total	37	10	47

Summary

The number of admissions to advanced standing, 5276, in the main, is accounted for by the accredited institutions and the same is true for those who were rejected, 1898. The majority of those transferring from one college to another made the change to the larger institutions.

Students transferring from one accredited institution to another have very little difficulty, in that their credits are accepted by transcript. The national and regional accrediting associations are serving the purpose of evaluating the proficiency

of instruction in member institutions.

Students of non-recognized academic schools have an opportunity to demonstrate proficiency in all but three of the responding institutions.

A large number of Ohio colleges and universities reject credit from marginal institutions; however, those that accept marginal credit do so on the basis of examinations, examinations and probation combined, and probation alone. Of these methods, examinations are most favored. Under these conditions, marginal credit can be translated into college credit, if the basic training has been adequate.

Foreign university credit is accepted by transcript by a majority of the Ohio colleges and universities. Ohio institutions evidently believe that the quality of instruction in foreign universities is equal to that in Ohio schools.

Excess high school units are not accepted by thirty-five of the responding institutions. Of the twelve colleges that accept such credit, ten use examinations to measure proficiency. This procedure indicates that Ohio colleges do not consider instruction at the high school level equal to that of the college. Therefore, institutions accepting excess high school units require that proficiency be demonstrated.

Skills and abilities acquired under private instruction are refused advanced standing by twenty-eight institutions. Of

the nineteen colleges that accept such credit, seventeen evaluate proficiency by the examination method.

With respect to transfer of credit from marginal sources, students may do so, if they can demonstrate proficiency to the responsible college authorities.

CHAPTER V

ADMISSION TO ADVANCED STANDING BY EXAMINATION

Any discussion of the extent to which Ohio colleges and universities use examinations as an avenue for gaining admission to advanced standing involves an understanding of several phases of the problem: (1) the number of credit hours accepted by accredited institutions; (2) the number of advanced standing credits that can be earned by examination; (3) the areas in which examinations are offered; (4) the methods for giving, scoring, and reviewing examinations; (5) the character of the examinations; (6) the policies regarding examination credits and fees; (7) the procedures concerning examination credits and tuition; (8) the number of institutions that compensate examiner; and (9) the utilization of examination files.

Credit Hours Accepted by Accredited Institutions

Credit hours accepted by transcript.— Ohio colleges and universities offer a number of degrees at the undergraduate level. The credit hours that these institutions will accept by transcript vary, as indicated in Table XLII.

For the Bachelor of Arts degree, forty-four colleges will accept transfer credit, varying from 60 to over 100 hours.

TABLE XLII

TOTAL NUMBER OF CREDIT HOURS ACCEPTED BY TRANSCRIPT
IN OHIO FROM ACCREDITED INSTITUTIONS: ACCORDING TO
SPECIFIC DEGREES

Degree	Number of Credit Hours					Total
	100 or Over	99 to 90	89 to 80	79 to 70	69 to 60	
1. A. B.....	3	35	1	0	5	44
2. B. S.....	2	28	1	0	3	34
3. B. S. in Education	1	25	0	0	1	27
4. B. of music	0	10	0	0	1	11
5. B. of School Music	0	10	0	0	1	11
6. B. S. in Home Economics	0	1	0	0	1	2
7. B. S. in Fine Arts	0	1	0	0	1	2
8. B. of Business Adminis- tration	0	1	0	0	0	1
9. B. of Secretarial Science	0	1	0	0	0	1
10. B. S. in Nursing	0	1	0	0	0	1

Thirty-five institutions will accept from 90 to 99 hours; three, over 100 hours; one, 80 to 89 hours; and five, 60 to 69 hours.

For the Bachelor of Science degree, Table XLIII shows a range of 60 to over 100 hours, with twenty-eight institutions accepting 90 to 99 credit hours. The same range holds for the Bachelor of Science in Education degree, with twenty-five institutions accepting 90 to 99 credit hours.

For the degrees of Bachelor of Music and Bachelor of School Music, ten schools accept 90 to 99 hours.

For the remaining degrees listed, only six schools accept transfer credit.

The wide range in credit hours accepted by transcript shows that Ohio colleges and universities have different policies and standards for granting admission to advanced standing. In some instances, a student with as much as three years of college training, wishing to transfer to a certain university, would not do so because of the small amount of advanced standing accepted by this particular institution.

The number of semester hours that can be earned by the average student during the first two years of college work ranges from 60 to 69 and for the first three years 90 to 99. Yet two institutions accept by transcript 80 to 89, and six accept over 100 hours. These data indicate that such colleges grant as much as two and one-half and three and one-half years of advanced

standing.

Credit hours accepted toward advanced degrees.- The number of credit hours accepted by transcript from accredited institutions toward advanced degrees is reported in Table XLIII. For the Master of Arts degree, eight institutions will accept from six to ten hours. Credit is accepted toward the Master of Science degree by four institutions, with the range from six to nine hours. This indicates that institutions which accept transfer credit toward advanced degrees require at least two-thirds of the advanced study to be done at the college where the degree is granted.

Examinations as an Avenue to Advanced Standing

Examination credit applied on specific degrees.- For the Bachelor of Arts degree, Table XLIV shows twenty-five institutions offering examinations as a means for earning credit toward admission to advanced standing. The maximum number of hours that these institutions will grant by examination ranges from five to ninety-five, with one institution placing no limit on the total. Even though two categories incorporate a majority of the responding institutions, Table XLIV reveals a wide variation in the total number of hours by examination that can be earned on the A. B. degree.

For the Bachelor of Science degree, according to Table XLIV, sixteen colleges offer examinations for admission to advanced

TABLE XLIII

TOTAL NUMBER OF CREDIT HOURS ACCEPTED BY TRANSCRIPT
IN OHIO FROM ACCREDITED INSTITUTIONS: ACCORDING TO
ADVANCED DEGREES

Degree	Number of Credit Hours					Total
	6	7	8	9	10	
1. M. A.....	4	0	1	1	2	8
2. M. S.....	2	0	1	1	0	4

standing. Of these institutions, eight grant from twenty-six to thirty credit hours.

For the Bachelor of Science in Education degree, fourteen colleges permit college credit to be earned by examination, including five schools that grant from twenty-six to thirty hours.

Examinations as a means for gaining advanced standing are offered by eight colleges for the Bachelor of School Music, by six for the Bachelor of Music degree, by two for the Bachelor of Science in Fine Arts degree, and by one college each for the Bachelor of Business Administration and Bachelor of Secretarial Science degrees.

The amount of credit by examination that Ohio institutions accept shows no consistency, either in range of hours for

TABLE XLIV

AMOUNT OF CREDIT TOWARD ADVANCED STANDING WHICH CAN
BE EARNED BY EXAMINATION IN MEETING SPECIFIC
DEGREE REQUIREMENTS IN OHIO

Degree	Number of Credit Hours							Total
	10 to 5	15 to 11	20 to 16	25 to 21	30 to 26	95 to 90	No Lim- it	
1. A. B.....	2	6	3	1	10	2	1	25
2. B. S.....	1	3	2	1	8	0	1	16
3. B. S. in Education	2	3	2	1	5	0	1	14
4. B. of Music	1	2	1	0	2	0	0	6
5. B. of School Music	3	1	1	0	2	1	0	8
6. B. S. in Home Economics	0	0	0	0	0	0	0	0
7. B. S. in Fine Arts	1	1	0	0	0	0	0	2
8. B. of Business Adminis- tration	0	0	0	0	0	0	1	1
9. B. of Secretarial Science	0	0	0	0	0	0	1	1
10. B. S. in Nursing	0	0	0	0	0	0	0	0

a single degree or between different degrees. Each Ohio college and university evidently has selected some arbitrary figure in arriving at the limit of credit by examination it will accept.

It is difficult to believe that those institutions specifying no limit for credit by examination would really carry out this policy in actual practice. Followed to its logical conclusion, an individual could pass all requirements by examination and graduate without having spent a day in residence at the particular institution, as long as there is no conflicting residence requirement.

Examination Areas

Specific subject areas, according to type of control.--

Ohio colleges and universities administer examinations in eleven major areas. Table XLV records the number of institutions and the areas in which such examinations are offered. Of the five state institutions, four admit students to advanced standing by examinations in all but two subject areas -- philosophy and education -- in these two fields only three universities offer such an opportunity. All three municipal institutions offer examinations in all but two areas, art and music, in these two fields only two of the three schools have examinations.

Of the twelve private schools, four offer examinations in ten areas and three in the other one. Of the twenty-seven

TABLE XLV

NUMBER OF OHIO SCHOOLS AND SPECIFIC SUBJECT AREAS IN
WHICH EXAMINATIONS ARE OFFERED TO GAIN ADMISSION
TO ADVANCED STANDING: ACCORDING TO TYPE OF
INSTITUTIONAL CONTROL

Subject Area	Method of Control				
	State	Municipal	Private	Church	Total
1. English	4	3	4	14	25
2. Mathematics	4	3	4	15	26
3. Foreign language	4	3	3	16	26
4. Science	4	3	4	13	24
5. History	4	3	4	12	23
6. Social science .	4	3	4	13	24
7. Philosophy	3	3	4	12	22
8. Psychology	4	3	4	12	23
9. Education	3	3	4	14	24
10. Art	4	2	4	11	21
11. Music	4	2	4	13	23

church-related schools, sixteen offer examinations, but not in all the fields listed. The representation of schools ranges from eleven in art to sixteen in foreign language.

Variations in examination policy are much greater than is evident from Table XLV, because thirty-two institutions give some examinations. The table shows that five institutions do not offer examinations in all areas listed. Actually, eleven, or approximately one-third of them, do not give tests in all fields. This means that some colleges select specific subject areas in which to offer examinations, but will not permit them in others. A possible reason for omitting certain fields may be that competent examiners are not available.

The fact that proportionally more state and municipal institutions than private and church-related schools offer examinations indicates greater opportunities in these larger universities for students to gain advanced standing through examinations.

Specific subject areas, according to size of institution.-

When institutions are classified according to the number of students enrolled, as in Table XLVI, it is evident that in proportion larger institutions present greater opportunities through examinations. For example, seven of eight universities with enrollments of 3000 or over permit students to take examinations in five areas, and six institutions do so in six areas.

TABLE XLVI

NUMBER OF OHIO SCHOOLS AND SPECIFIC SUBJECT AREAS IN
WHICH EXAMINATIONS ARE OFFERED TO GAIN ADMISSION
TO ADVANCED STANDING: ACCORDING TO SIZE OF
INSTITUTION

Subject Area	Size of Institution						Total
	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	
1. English	7	1	5	3	3	6	25
2. Mathematics	6	2	5	3	3	7	26
3. Foreign language	7	1	5	4	3	6	26
4. Science	7	1	5	3	2	6	24
5. History	7	1	5	2	2	6	23
6. Social science	7	1	5	2	3	6	24
7. Philosophy	6	1	5	2	2	6	22
8. Psychology	6	2	5	2	2	6	23
9. Education	6	2	5	2	3	6	24
10. Art	6	1	4	2	2	6	21
11. Music	6	2	4	2	2	7	23

In categories 1 to 249, 1000 to 1999, and 2000 to 2999, approximately 60 per cent of the institutions offer examinations. In the other categories, 250 to 499 and 500 to 999, less than 50 per cent of the colleges and universities permit examinations as an avenue to advanced standing.

Specific subject areas, according to type of accreditation.- Table XLVII presents data regarding the number of accredited and non-accredited institutions that offer examinations for admission to advanced standing. These data show a range of seventeen to twenty-one accredited colleges, and four to six non-accredited schools, offering examinations in the fields listed. A slightly larger percentage of accredited than non-accredited schools offers examinations in all areas listed.

Evaluating the Examinations

Giving, scoring, and reviewing examinations, according to type of institutional control.- Since examinations are offered by a number of institutions, the methods used in administering, scoring, and reviewing them have been studied. In certain tables, the terms "given" and "reviewed" are used. The former refers to those individuals who are held responsible for the construction and administration of the examination, and the latter signifies those individuals who have final authority in accepting test results.

TABLE XLVII

NUMBER OF OHIO SCHOOLS AND SPECIFIC SUBJECT AREAS IN
WHICH EXAMINATIONS ARE OFFERED TO GAIN ADMISSION
TO ADVANCED STANDING: ACCORDING TO ACCREDITATION

Subject Area	Type of Accreditation		
	Accereditd	Non-accredited	Total
1. English	21	4	25
2. Mathematics	21	5	26
3. Foreign language	21	5	26
4. Science	20	4	24
5. History	19	4	23
6. Social science ..	20	4	24
7. Philosophy	18	4	22
8. Psychology	19	4	23
9. Education	19	5	24
10. Art	17	4	21
11. Music	17	6	23

Table XLVIII describes these procedures, according to type of institutional control.

For item 1, "by professor in the field," the responding institutions show little variation. The total shows that in three colleges the professor who constructs the examination does not review it. For the responding municipal and private schools, the same individual acts in all capacities.

Examinations are given and scored by the examining board in two institutions. One state university has an examining board that reviews examinations, but serves in no other capacity.

In twenty-one colleges and universities the examinations for admission to advanced standing are in charge of the department head. There is little variation within the categories for the responding institutions.

One state university uses a department committee in all instances, while one church-related school has examinations reviewed by a department committee.

No college or university uses a college committee for giving, scoring, and reviewing examinations.

Examinations are given by the dean in ten institutions, scored by him in six, and reviewed by him in nine schools. Relatively more church-related schools use the services of the dean in this capacity.

Two state, two private, and nine church-related institu-

TABLE XLVIII

METHODS USED BY OHIO INSTITUTIONS TO GIVE, SCORE, AND
REVIEW EXAMINATIONS FOR ADMISSION TO ADVANCED
STANDING: ACCORDING TO TYPE OF INSTITUTIONAL
CONTROL

Method for Giving, Scoring, and Review- ing Examination	Type of Control				Total
	State	Municipal	Private	Church	
1. Professor in field:					
Given	2	2	2	12	18
Scored	2	2	2	11	17
Reviewed	1	2	2	10	15
2. Examining board:					
Given	0	1	1	0	2
Scored	0	1	1	0	2
Reviewed	1	1	1	0	3
3. Department head:					
Given	3	1	4	13	21
Scored	3	1	4	12	20
Reviewed	2	1	4	14	21
4. Department committee:					
Given	1	0	0	0	1
Scored	1	0	0	0	1
Reviewed	1	0	0	1	2
5. College committee:					
Given	0	0	0	0	0
Scored	0	0	0	0	0
Reviewed	0	0	0	0	0
6. Dean of college:					
Given	1	0	2	7	10
Scored	1	0	1	4	6
Reviewed	2	0	1	6	9
7. Combination of two:					
Given	2	0	2	9	13
Scored	2	0	1	6	9
Reviewed	2	0	1	6	9

tions hold more than one person or group responsible for giving the examinations. For scoring and reviewing the examinations, however, only nine institutions use a combination of two methods.

In general, state universities use a professor in the field, the department head, a department committee, and the dean of the college to give and evaluate examination results. Municipal institutions use a professor in the field, an examining board, and the department head. Private colleges ask a professor in the field, an examining board, the department head, and the dean of the college to assume responsibility for all examinations to advanced standing. Finally, church-related schools require a professor in the field, the department head, and the dean of the college to give, score, and review examinations.

In nineteen institutions a single professor is held responsible for examinations in his particular subject area. Such a practice ordinarily would prevent this professor from guiding the preparation of students who seek admission to advanced standing by examination. There has been a movement to separate the functions of instruction and examination and, if this were accomplished, students could receive material aid and guidance from the professors in anticipation of examinations. On the other hand, there is cause not to separate teaching and examining, according to Thurstone:

Closely related is the problem of separating teaching and examining. This is an old idea that is exemplified in other countries whose educational institutions have had the opportunity to become

more stabilized than ours. In order to separate teaching and examining, it is obviously necessary that the examiners know what the candidates have been taught or told to learn. This calls for published courses of study. It is also essential that the examiners know as much about the subject matter as the teachers. These simple considerations make it evident that an individual school or college can hardly undertake the complete separation of teaching and examining, for it would have to pay two faculties, one to teach and the other to examine (17:130).

Giving, scoring, and reviewing examinations, according to size of institutions.- Continuing the analysis of the giving, scoring, and reviewing of examinations, Table XLIX records methods used by institutions, classified according to size. In colleges with enrollments of 3000 or over, the procedures used are divided chiefly among a professor in the field, an examining board, and the department head. In one institution in this category, the dean of the college reviews all examinations for advanced standing.

In colleges with enrollments of 2000 to 2999, two use a professor in the field, three use the department head, and three use the dean of the college. Three colleges use more than one individual or group for evaluating proficiency.

In colleges with enrollments of 1000 to 1999, the methods of procedure are about evenly divided between holding a professor in the field and the department head responsible for examinations. One institution has a department committee that gives, scores, and reviews examinations. Four colleges in this category have the examinations constructed and given by a combination of two authorities.

TABLE XLIX

METHODS USED BY OHIO INSTITUTIONS TO GIVE, SCORE, AND
REVIEW EXAMINATIONS FOR ADMISSION TO ADVANCED
STANDING: ACCORDING TO SIZE OF INSTITUTION

Method for Giving, Scoring, and Review- ing Examination	Size of Institution						To- tal
	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	
1. Professor in field:							
Given	4	2	4	3	4	1	18
Scored	4	2	3	3	4	1	17
Reviewed	3	2	3	3	3	1	15
2. Examining board;							
Given	1	0	0	1	0	0	2
Scored	1	0	0	1	0	0	2
Reviewed	2	0	0	1	0	0	3
3. Department head:							
Given	3	3	5	2	2	6	21
Scored	3	3	4	2	2	6	20
Reviewed	2	3	4	2	3	7	21
4. Department committee:							
Given	0	0	1	0	0	0	1
Scored	0	0	1	0	0	0	1
Reviewed	0	0	1	0	1	0	2
5. College committee:							
Given	0	0	0	0	0	0	0
Scored	0	0	0	0	0	0	0
Reviewed	0	0	0	0	0	0	0
6. Dean of college:							
Given	0	3	0	1	2	4	10
Scored	0	2	1	0	0	3	6
Reviewed	1	2	2	1	0	3	9
7. Combination of two:							
Given	0	3	4	2	1	3	13
Scored	0	2	1	2	1	3	9
Reviewed	0	3	0	2	1	3	9

In colleges with enrollments of 500 to 999, three use a professor in the field, one an examining board, two a department committee, and one the dean of the college.

In colleges with enrollments of 250 to 499, a professor in the field and the department head are used by most of the institutions. One college uses a combination of the two.

In colleges with enrollments of 1 to 249, the department head and the dean of the college are used almost entirely; only one institution uses a professor in the field. Three colleges employ a combination of two plans.

In general, Table XLIX shows a wide variety of procedures, with little uniformity of practice. The data indicate that Ohio colleges and universities have not reached the point of using committees or central agencies to administer examinations. They believe that all testing should be closely related to the departments in which credit is to be granted. This practice may be in use because of the quality of work done in the departments, because the faculty is so small that no other procedure can be developed, or because these departments have considerable autonomy in college administration.

Giving, scoring, and reviewing examinations, according to type of accreditation.- Table L reveals that accredited colleges favor a professor in the field, the department head, and the dean

TABLE L

METHODS USED BY OHIO INSTITUTIONS TO GIVE, SCORE, AND
REVIEW EXAMINATIONS FOR ADMISSION TO ADVANCED
STANDING: ACCORDING TO TYPE OF ACCREDITATION

Method for Giving Scoring, and Review- ing Examination	Type of Accreditation		
	Accredited	Non-accredited	Total
1. Professor in field:			
Given	15	3	18
Scored	14	3	17
Reviewed	11	4	15
2. Examining board:			
Given	2	0	2
Scored	2	0	2
Reviewed	3	0	3
3. Department head:			
Given	16	5	21
Scored	15	5	20
Reviewed	16	5	21
4. Department committee:			
Given	1	0	1
Scored	1	0	1
Reviewed	2	0	2
5. College committee:			
Given	0	0	0
Scored	0	0	0
Reviewed	0	0	0
6. Dean of college:			
Given	6	4	10
Scored	3	3	6
Reviewed	6	3	9
7. Combination of two:			
Given	9	4	13
Scored	6	3	9
Reviewed	6	3	9

of the college as examining agents. Only two institutions use an examining board or a department committee. Nine institutions have examinations constructed and given by a combination of two procedures, and six schools use this method to score and review examinations.

The responding non-accredited schools use a professor in the field, the department head, and the dean of the college; four institutions use a combination of two. The non-accredited schools probably do not have a sufficiently large and varied faculty to use certain of the examining procedures.

In general, Tables XLVIII, XLIX, and L show that Ohio colleges and universities favor individuals rather than committees for giving, scoring, and reviewing examinations. These tables also show a variety of examining methods in use.

The implications are that Ohio institutions have not developed the committee method for centralizing control of examination procedures. They believe that responsibility for testing is a factor in student control and guidance and have not yet taken steps to separate teaching and guidance from testing and examining. A large majority of the schools follow the traditional examination procedure and believe it serves a purpose. On the other hand, however, Kandel states:

There are, however, objections to the traditional examination -- that their scoring is unreliable; that they establish certain set patterns of education which are not always valid for all individual students; that they conduce to and perpetuate educational mal-

adjustments as indicated by the percentage of failures; that at best they present only snapshot judgments in particular situations rather than complete pictures of the students examined.

The traditional examination, it is true, set up a standard of achievement by which it measured the progress of students and to some extent stimulated their education. It sorted the good from the bad, but, to repeat, on a somewhat artificial basis. In the main, however, and for most students it discovered what they were not fit for without revealing the type of education from which they could profit (17:222).

The Examinations

Character of examinations, according to type of institutional control- The character of examinations used by Ohio colleges and universities is shown in Table LI, as is the number of institutions employing a particular type of examination. Five state, three municipal, six private, and eighteen church-related institutions use examinations in one form or another, which means that all state and municipal universities offer examinations as an avenue to advanced standing.

The data in Table LI show that standardized tests are used by twenty-one institutions, objective tests by thirty, essay tests by twenty-eight, and oral tests by twenty-seven. This indicates that colleges and universities have considerable confidence in examinations constructed by their own staff members, as compared with those developed by some outside agency. Twenty-three colleges use a combination of tests, or a battery of examinations.

TABLE LI

CHARACTER OF EXAMINATIONS USED IN OHIO FOR DETERMINING
ADMISSION TO ADVANCED STANDING: ACCORDING TO
TYPE OF INSTITUTIONAL CONTROL

Character of Examination	Type of Control				Total
	State	Municipal	Private	Church	
1. Standardized.....	4	2	3	12	21
2. Essay.....	5	3	6	14	28
3. Objective.....	5	3	6	16	30
4. Oral.....	4	3	6	14	27
5. Combination of forms	4	3	3	13	23
6. Constructed by com- mittee.....	1	0	0	1	2
7. Constructed by indi- vidual.....	4	3	6	17	30
8. Same test each year.	0	0	0	0	0
9. Different test each year.....	5	3	6	18	32

Thirty colleges and universities employ tests constructed by individual faculty members and thirty-two use different examinations each year. It is assumed that each examination is intended to sample adequately a particular course, and for this reason the individual faculty member is held responsible for the examination. Through locally constructed examinations, college authorities are measuring the students' acquired skills and abilities in terms of their own course standards. As Thurstone has expressed it:

As long as the complete autonomy of each college is unchallenged by any legislative or other restrictions on its certifying and degree-granting functions, the faculty of each institution bears the responsibility for certifying as well as for teaching. Under these conditions the examining and certifying will be done either by the faculties or by agencies to which the faculties specifically delegate the task (17:131).

Character of examinations, according to size of institution.-

In institutions with enrollments of 3000 or over, according to Table LII, standardized examinations are used by five institutions; essay, objective, and oral examinations by seven each; and a combination of forms by six. All respondents in this category employ an examination constructed by an individual faculty member, and a different test is constructed each year.

The different types of examinations receive much the same general usage among the higher institutions of Ohio. As a rule, a different test is provided each year by some faculty member.

Character of examinations, according to type of accreditation.- Of the accredited institutions, eighteen use standardized

TABLE LII

CHARACTER OF EXAMINATIONS USED FOR DETERMINING
ADMISSION TO ADVANCED STANDING: ACCORDING TO
SIZE OF OHIO INSTITUTIONS

Character of Examination	Size of Institution						Total
	3000 or Over	2000 to 2999	1000 to 1999	500 to 999	250 to 499	1 to 249	
1. Standardized	5	1	4	4	3	4	21
2. Essay	7	3	4	5	2	7	28
3. Objective	7	3	5	5	3	7	30
4. Oral	7	1	5	4	3	7	27
5. Combination of forms..	6	1	4	4	3	5	23
6. Constructed by Commit- tee	0	0	2	0	0	0	2
7. Constructed by Indi- vidual	7	3	3	5	5	7	30
8. Same test each year ..	0	0	0	0	0	0	0
9. Different test each year	7	3	5	5	5	7	32

tests, twenty-two the essay type, twenty-four the objective type, and eighteen a combination of forms. Twenty-four of twenty-six accredited respondents employ an examination constructed by an individual, and twenty-six use a different test each year.

Of the non-accredited schools, three use standardized examinations, six the essay type, six the objective type, five the oral type, and five a combination of forms. All six non-accredited respondents construct their own examinations each year.

Table LIII discloses no marked difference between methods of examination used by accredited and non-accredited schools for admitting students to advanced standing. In general, Tables LI, LII, and LIII indicate that admissions authorities favor locally constructed examinations, prepared by individual faculty members, with new tests developed each year.

Particular examinations used by Ohio institutions.- A survey was made to determine the titles of particular examinations used by Ohio colleges and universities. As a rule, each college makes its own selection of standardized tests; develops its own essay, oral, or objective tests; and administers the tests according to local procedure. There is no definite plan for determining satisfactory results in comparison with test results secured in other institutions. A complete list of all standardized tests used by Ohio colleges and universities in 1941-42 is found on pages 239-42 of the Appendix.

TABLE LIII

CHARACTER OF EXAMINATIONS USED FOR DETERMINING
ADMISSION TO ADVANCED STANDING IN OHIO:
ACCORDING TO TYPE OF ACCREDITATION

Character of Examination	Type of Accreditation		
	Accredited	Non-accredited	Total
1. Standardized	18	3	21
2. Essay	22	6	28
3. Objective	24	6	30
4. Oral	22	5	27
5. Combination of forms	18	5	23
6. Constructed by Com- mittee	2	0	2
7. Constructed by indi- vidual	24	6	30
8. Same test each year	0	0	0
9. Different test each year	26	6	32

It is true that certain colleges use the same standardized examinations. Six institutions employ the entire standardized testing program of the Cooperative Test Service of the American Council on Education. Fifteen colleges use one or more types of these tests, but select them for specific subject areas. The more frequently used examinations are English, mathematics, and foreign language. However, such standardized tests constitute only part of the examination, with the remainder made up of locally constructed tests that may be essay, oral, or objective, or some combination of the several types of tests to determine proficiency in a particular subject area.

Twenty-one colleges and universities employ standardized intelligence or mental tests, with the Ohio State Psychological test used in sixteen institutions. These colleges believe that students should demonstrate mental superiority, as well as proficiency in subject fields.

In Ohio institutions a battery of tests may be used before advanced standing is granted. For example, the battery for freshman English in one college consists of the following standardized tests:

1. Ohio State University Psychological Test
2. American Council on Education Psychological Examination

3. Otis Quick-Scoring Mental Ability Test
4. Bernreuter Personality Inventory
5. American Council on Education Cooperative
English Test
6. American Council on Education Cooperative
Comprehension Test, Form P

After a student has successfully demonstrated superior ability in these tests, he is required to take a three-to-six hour examination developed by the English department of this particular school.

There is one phase of the examinations on which there is some agreement. Most institutions insist that the length of the examination period be from two to three hours for each hour of credit granted. Thus, to earn three hours of advanced standing credit, a student must satisfactorily pass an examination lasting from six to nine hours.

In certain special fields, a number of institutions employ performance or oral tests. These examinations may be given by a professor in the college, or the student may be sent to another university for testing. One Ohio institution sends industrial arts applicants for admission to advanced standing to the University of Pittsburgh for their examinations. Another sends its applicants for a period of time to selected experts in the particular field,

who observe and report the proficiency demonstrated. These experts may or may not be connected with a college or university. In the fields of music and art, students generally are required to submit to a written examination and to demonstrate proficiency by an objective method.

One institution believes so thoroughly in the examination avenue to advanced standing that it has printed rules and regulations concerning the procedures to be followed. These are recorded as special examinations and any student, regardless of whether he has attended a college or university, may apply for them. A copy of these rules appears on pages 231-32 of the Appendix.

Faculty constructed examinations are developed by the departments concerned. Generally these examinations are open to inspection by designated individuals, but the department heads do not otherwise permit their release.

Credit by Examination and Fees

Types of institutions charging an examination fee.- According to Table LIV, two state, two municipal, three private, and eleven church-related institutions charge a fee for examinations to determine admission to advanced standing. Of the thirty-two responding institutions fourteen assess no fee.

Relatively more church-related schools charge examination

TABLE LIV

NUMBER OF OHIO INSTITUTIONS CHARGING A FEE FOR EXAMINATIONS
TO DETERMINE ADMISSION TO ADVANCED STANDING: ACCORDING
TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND
ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	2	3	5
Municipal	2	1	3
Private	3	3	6
Church-related	<u>11</u>	<u>7</u>	<u>18</u>
Total	18	14	32
2. Size of Institution:			
3000 or over	3	4	7
2000-2999	2	1	3
1000-1999	3	2	5
500-999	3	2	5
250-499	3	2	5
1-249	<u>4</u>	<u>3</u>	<u>7</u>
Total	18	14	32
3. Accreditation:			
Accredited	14	12	26
Non-accredited	<u>4</u>	<u>2</u>	<u>6</u>
Total	18	14	32

fees, possibly because these institutions use this means to increase revenue. Possibly these schools believe that applicants to advanced standing require special duties on the part of faculty members, for which compensation should be paid.

When the data are classified according to size of institution and type of accreditation, no uniform practice in charging examination fees is observed.

Examination fees per examination.- Table IV discloses that examination fees range from \$1.00 to \$10.00 per examination. There is no uniformity in the amount of the examination fee charged, in terms of type of institutional control, enrollment, or accreditation.

Examination fees per semester hour.- The number of institutions assessing an examination fee per semester hour is recorded in Table LVI. The total number of institutions is eight, and the fees range from \$1.00 to \$10.00 per hour. It is evident that the individual college or university determines the amount to be charged per semester hour, and is little influenced by external factors. It is evident that a few schools place their examination fees high enough, so that credit earned by this method will cost approximately the same as that taken during a regular college term. Such a fee may be a method for discouraging examinations as a procedure for gaining admission to advanced standing. On

TABLE LV

NUMBER OF OHIO INSTITUTIONS OFFERING EXAMINATIONS AND THE
AMOUNT CHARGED PER EXAMINATION: ACCORDING TO TYPE OF
CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Amount per Examination					Total
	\$ 1.00	\$ 1.50	\$ 2.00	\$ 5.00	\$ 10.00	
1. Type of control:						
State	0	0	0	0	0	0
Municipal	0	0	0	1	0	1
Private	0	0	1	2	0	3
Church-related	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{1}{2}$	$\frac{0}{3}$	$\frac{1}{1}$	$\frac{6}{10}$
Total	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{10}{10}$
2. Size of institution:						
3000 or over	0	0	0	1	0	1
2000-2999	1	0	1	0	0	2
1000-1999	0	0	0	1	0	1
500-999	0	0	0	1	1	2
250-499	2	0	0	0	0	2
1-249	$\frac{0}{3}$	$\frac{1}{1}$	$\frac{1}{2}$	$\frac{0}{3}$	$\frac{0}{1}$	$\frac{2}{10}$
Total	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{10}{10}$
3. Accreditation:						
Accredited	3	1	0	3	1	8
Non-accredited	$\frac{0}{3}$	$\frac{0}{1}$	$\frac{2}{2}$	$\frac{0}{3}$	$\frac{0}{1}$	$\frac{0}{10}$
Total	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{10}{10}$

TABLE LVI

NUMBER OF OHIO INSTITUTIONS OFFERING EXAMINATIONS AND THE
AMOUNT CHARGED PER CREDIT HOUR: ACCORDING TO TYPE OF
CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Amount Per Credit Hour					Total
	\$ 1.00	\$ 2.00	\$ 2.50	\$ 3.00	\$ 10.00	
1. Type of control:						
State	0	2	0	0	0	2
Municipal	0	1	0	0	0	1
Private	0	0	0	0	0	0
Church-related	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>5</u>
Total	1	4	1	1	1	8
2. Size of institution:						
3000 or over	0	2	0	0	0	2
2000-2999	0	0	0	0	0	0
1000-1999	1	1	0	0	0	2
500-999	0	0	0	0	1	1
250-499	0	1	0	0	0	1
1-249	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
Total	1	4	1	1	1	8
3. Accreditation:						
Accredited	1	4	0	0	1	6
Non-accredited	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
Total	1	4	1	1	1	8

the other hand, the fourteen colleges and universities that do not charge an examination fee may wish to encourage students to use this avenue.

Examination fees charged per subject.- The number of institutions assessing the same examination fee for all subject areas is reported in Table LVII. The fee is the same for all fields. Examinations that necessitate laboratory equipment or other special services are not included in the data reported.

Credit by Examination and Tuition

Examination credit applying toward graduation.- According to Table LVIII, thirty schools will include credit gained by examination in the 120 hours necessary for graduation; two institutions will not permit such credit to be included. The latter evidently employ this method to determine the level of proficiency, so that proper student placement in the curriculum can be made. For example, a pupil may have taken four years of French in high school and know more French than is required at the sophomore or junior level of the college. His proficiency could be determined by examination and placement made at the appropriate level where no duplication of course work would be involved.

Institutions charging partial or full tuition rates for credit earned by examination.- Table LIX reveals that eight col-

TABLE LVII

NUMBER OF OHIO INSTITUTIONS ASSESSING THE SAME EXAMINATION
FEE FOR ALL SUBJECTS ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	5	0	5
Municipal	3	0	3
Private	6	0	6
Church-related	<u>18</u>	<u>0</u>	<u>18</u>
Total ..	<u>32</u>	<u>0</u>	<u>32</u>
2. Size of institution:			
3000 or over	7	0	7
2000-2999	3	0	3
1000-1999	5	0	5
500-999	5	0	5
250-499	5	0	5
1-249	<u>7</u>	<u>0</u>	<u>6</u>
Total ..	<u>32</u>	<u>0</u>	<u>32</u>
3. Accreditation:			
Accredited	26	0	26
Non-accredited	<u>6</u>	<u>0</u>	<u>6</u>
Total	<u>32</u>	<u>0</u>	<u>32</u>

TABLE LVIII

NUMBER OF OHIO INSTITUTIONS INCLUDING CREDIT SECURED BY
EXAMINATION IN THE 120 HOURS FOR GRADUATION:
ACCORDING TO TYPE OF CONTROL, SIZE OF
INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	4	1	5
Municipal	3	0	3
Private	6	0	6
Church-related	17	1	18
Total	30	2	32
2. Size of Institution:			
3000 or over	7	0	7
2000-2999	2	1	3
1000-1999	5	0	5
500-999	5	0	5
250-499	4	1	5
1-249	7	0	7
Total	30	2	32
3. Accreditation:			
Accredited	24	2	26
Non-accredited	6	0	6
Total	30	2	32

TABLE LIX

NUMBER OF OHIO INSTITUTIONS CHARGING PARTIAL OR FULL TUITION RATES FOR CREDIT EARNED BY EXAMINATION AND ACCEPTED TOWARD GRADUATION REQUIREMENTS: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	1	2	3
Private	3	3	6
Church-related	<u>3</u>	<u>15</u>	<u>18</u>
Total	<u>8</u>	<u>24</u>	<u>32</u>
2. Size of institution:			
3000 or over	2	5	7
2000-2999	1	2	3
1000-1999	2	3	5
500-999	0	5	5
250-499	2	3	5
1-249	<u>1</u>	<u>6</u>	<u>7</u>
Total	<u>8</u>	<u>24</u>	<u>32</u>
3. Accreditation:			
Accredited	7	19	26
Non-accredited	<u>1</u>	<u>5</u>	<u>6</u>
Total	<u>8</u>	<u>24</u>	<u>32</u>

leges charge tuition rates and twenty-four do not for credit earned by examination. The majority of institutions charging tuition rates are private and church-related, which may mean that they use this procedure to increase revenue.

Institutions charging partial tuition rates for credit earned by examination.- The number of institutions charging partial tuition rates for credit earned by examination and accepted toward graduation requirements is recorded in Table IX. Only four institutions require such partial payment.

Institutions charging full tuition rates for credit earned by examination.- The number of institutions charging full tuition rates for credits earned by examination and accepted toward graduation requirements is recorded in Table LXI. Two private and two church-related schools charge full tuition rates.

Tables LIX, LX, and LXI reveal that Ohio colleges and universities have an individual policy or procedure for assessing tuition for credit earned by examination; a large majority believe that no tuition should be assessed.

Compensation for the Examiner

Institutions compensating the examiner for administering examinations.- According to Table LXII, two private and five church-related schools compensate the examiner for administering the examinations. As indicated above, these are the types of

TABLE LX

NUMBER OF OHIO INSTITUTIONS CHARGING PARTIAL TUITION RATES
FOR CREDIT EARNED BY EXAMINATIONS AND ACCEPTED TOWARD
GRADUATION REQUIREMENTS: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	1	2	3
Private	0	6	6
Church-related	<u>2</u>	<u>16</u>	<u>18</u>
Total ..	<u>4</u>	<u>28</u>	<u>32</u>
2. Size of institution:			
3000 or over	2	5	7
2000-2999	0	3	3
1000-1999	0	5	5
500-999	0	5	5
250-499	2	3	5
1-249	<u>0</u>	<u>7</u>	<u>7</u>
Total ..	<u>4</u>	<u>28</u>	<u>32</u>
3. Accreditation:			
Accredited	4	22	26
Non-accredited	<u>0</u>	<u>6</u>	<u>6</u>
Total ..	<u>4</u>	<u>28</u>	<u>32</u>

TABLE LXI

NUMBER OF OHIO INSTITUTIONS CHARGING FULL TUITION RATES FOR CREDIT EARNED BY EXAMINATION AND ACCEPTED TOWARD GRADUATION REQUIREMENTS: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	0	3	3
Private	2	4	6
Church-related	<u>2</u>	<u>16</u>	<u>18</u>
Total	4	28	32
2. Size of institution:			
3000 or over	1	6	7
2000-2999	1	2	3
1000-1999	1	4	5
500-999	0	5	5
250-499	0	5	5
1-249	<u>1</u>	<u>6</u>	<u>7</u>
Total	4	28	32
3. Accreditation:			
Accredited	3	23	26
Non-accredited	<u>1</u>	<u>5</u>	<u>6</u>
Total	4	28	32

TABLE LXII

NUMBER OF OHIO INSTITUTIONS COMPENSATING THE EXAMINER FOR
ADMINISTERING EXAMINATIONS: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	0	3	3
Private	2	4	6
Church-related	<u>5</u>	<u>13</u>	<u>18</u>
Total .	7	25	32
2. Size of institution:			
3000 or over	0	7	7
2000-2999	0	3	3
1000-1999	0	5	5
500-999	2	3	5
250-499	2	3	5
1-249	<u>3</u>	<u>4</u>	<u>7</u>
Total	7	25	32
3. Accreditation:			
Accredited	5	21	26
Non-accredited	<u>2</u>	<u>4</u>	<u>6</u>
Total	7	25	32

schools that make a charge for examinations.

Examination Files

Examination files for future reference.- Occasionally it is desirable to review the examinations that students have taken to secure credit for advanced standing. For this purpose, such examinations must be kept on file. Table LXIII shows that fifteen institutions keep such files and seventeen do not. Presumably, schools that do not keep examination files destroy the tests and keep only a record of the results. Most of the institutions maintaining examination files are small accredited, church-related schools. The newness of the examination procedure as an instrument to gain admission to advanced standing may be responsible for the lack of uniformity in the filing of examinations for future reference.

Availability of examination files to professors.- Occasionally, professors from subject areas other than that evaluated wish to peruse an examination, and desire access to the examinations taken by the student. Table LXIV reveals that, in every instance where examination files are kept, fifteen, they are open to all professors of the institution.

Availability of examination files to all students.- Students who wish to prepare for a specific examination may need information as to the areas covered. This information might be secured through the textbooks used or through inspecting earlier

TABLE LXIII

NUMBER OF OHIO INSTITUTIONS KEEPING COPIES OF EXAMINATIONS
ON FILE FOR FUTURE REFERENCE: ACCORDING TO TYPE OF
CONTROL, SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	1	2	3
Private	2	4	6
Church-related	<u>11</u>	<u>7</u>	<u>18</u>
Total	15	17	32
2. Size of institution:			
3000 or over	1	6	7
2000-2999	0	3	3
1000-1999	4	1	5
500-999	4	1	5
250-499	3	2	5
1-249	<u>3</u>	<u>4</u>	<u>7</u>
Total	15	17	32
3. Accreditation:			
Accredited	13	13	26
Non-accredited	<u>2</u>	<u>4</u>	<u>6</u>
Total	15	17	32

TABLE LXIV

NUMBER OF OHIO INSTITUTIONS THAT KEEP EXAMINATION FILES
OPEN TO ALL PROFESSORS: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Frequency
1. Type of control:	
State	1
Municipal	1
Private	2
Church-related	<u>11</u>
Total	15
2. Size of institution:	
3000 or over	1
2000-2999	0
1000-1999	4
500-999	4
250-499	3
1-249	<u>3</u>
Total	15
3. Accreditation:	
Accredited	13
Non-accredited	<u>2</u>
Total	15

examinations. Table LXV indicates that only five institutions have on file previous examinations that are open to all students; these are chiefly the smaller church-related schools. The fact that twenty-seven schools do not make the examinations available to students may be due to one or more of the following hypotheses: (1) college authorities do not wish to aid students seeking admission to advanced standing by examination; (2) college departments withhold these tests from students; (3) tests are constructed to cover subject areas and new tests are nothing more than equivalent forms; and (4) responsibility for preparation is the problem of the student and the method of preparation may constitute a part of the examination. Since new examinations are constructed each year by all institutions represented, the examination files might well be open, under supervision, to students to familiarize them with the examination technique employed.

Permission to students to see their own results.- Table LXVI discloses that twenty-nine colleges and universities permit students to see their own results, while three institutions refuse to grant this privilege. It seems sound psychology of learning for students to see their examination papers, to identify subject areas where they are particularly strong or weak. Examinations should be utilized as teaching instruments wherever possible.

TABLE LXV

NUMBER OF OHIO INSTITUTIONS THAT KEEP EXAMINATION FILES
OPEN TO ALL STUDENTS: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	0	5	5
Municipal	0	3	3
Private	1	5	6
Church-related	4	14	18
Total	5	27	32
2. Size of institution:			
3000 or over	0	7	7
2000-2999	0	3	3
1000-1999	0	5	5
500-999	3	2	5
250-499	0	5	5
1-249	2	5	7
Total	5	27	32
3. Accreditation:			
Accredited	4	22	26
Non-accredited	1	5	6
Total	5	27	32

TABLE LXVI

NUMBER OF OHIO INSTITUTIONS THAT PERMIT STUDENTS TO SEE
THEIR OWN RESULTS: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	4	1	5
Municipal	3	0	3
Private	5	1	6
Church-related	<u>17</u>	<u>1</u>	<u>18</u>
Total	<u>29</u>	<u>3</u>	<u>32</u>
2. Size of institution:			
3000 or over	6	1	7
2000-2999	2	1	3
1000-1999	5	0	5
500-999	5	0	5
250-499	5	0	5
1-249	<u>6</u>	<u>1</u>	<u>7</u>
Total	<u>29</u>	<u>3</u>	<u>32</u>
3. Accreditation:			
Accredited	25	1	26
Non-accredited	<u>4</u>	<u>2</u>	<u>6</u>
Total	<u>29</u>	<u>3</u>	<u>32</u>

Summary

The methods that Ohio colleges and universities use to accept transfer credit from other institutions are varied. The credit granted ranges from sixty semester hours to three years.

Institutions offering examinations as an avenue to advanced standing follow no uniform procedure, especially in terms of the amount of credit accepted through examinations.

In terms of variety of subject areas in which examinations are offered, state and municipal institutions take the lead and, along with colleges of large enrollments, offer students a greater opportunity to secure advanced standing through examinations.

The responsibility for maintaining academic standards in examinations remains with individual faculty members. Only a few colleges place the responsibility for giving, scoring, and reviewing tests on committees or boards.

The character of the examinations used for determining admission to advanced standing is varied; most colleges employ a combination of several types of examinations. A battery of tests is considered more efficient in measuring proficiency than any single type of test. Such a battery usually consists of a psychological examination and either an essay, oral, or objective test. College authorities desire mental superiority, as well as academic proficiency, in admitting students to advanced standing.

Examination fees are charged by about 55 per cent of the respondents, ranging from \$1.00 per examination to \$10.00 per credit hour. Only eight institutions charge partial or full tuition rates for credit through examinations.

Fifteen schools keep files of earlier examinations, and seventeen do not.

Ohio colleges and universities believe that examination files should be open to professors, but not ordinarily to students. Preparation for the examination, as a rule, is considered the responsibility of the student. There is evidence that a number of institutions do not encourage this method of earning credit for admission to advanced standing.

CHAPTER VI

MISCELLANEOUS PROBLEMS OF EVALUATION

Among the special problems involved in admitting students to advanced standing are the following: (1) credit allowed for parallel courses, (2) credit lost when students transfer within an institution, (3) marks required of transfer students, (4) changes in curriculum for superior students, (5) off-campus credit accepted, (6) credit for survey or orientation courses, (7) credit from certain non-accredited sources, (8) sources of accrediting information, (9) responsibility for advanced standing, (10) transcript information, and (11) rules governing advanced standing.

Credits for Parallel Courses

Accepting credit for parallel courses.- Curriculum differences among Ohio colleges and universities present a problem that may, in some instances, work a hardship on transfer students. Some institutions, for example, offer and give credit toward a degree for courses not taught in certain other institutions. The extent to which this practice prevails in Ohio is summarized in Table LXVII.

Thirteen institutions allow no credit unless the work

TABLE LXVII

NUMBER OF OHIO INSTITUTIONS TRANSFERRING ONLY PARALLEL COURSES FOR CREDIT: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	1	2	3
Private	6	6	12
Church-related	<u>5</u>	<u>22</u>	<u>27</u>
Total	<u>13</u>	<u>34</u>	<u>47</u>
2. Size of institution:			
3000 or over	4	4	8
2000-2999	1	2	3
1000-1999	2	6	8
500-999	1	6	7
250-499	2	7	9
1-249	<u>3</u>	<u>9</u>	<u>12</u>
Total	<u>13</u>	<u>34</u>	<u>47</u>
3. Accreditation:			
Accredited	9	28	37
Non-accredited	<u>4</u>	<u>6</u>	<u>10</u>
Total	<u>13</u>	<u>34</u>	<u>47</u>

parallels courses taught in their own institutions, while thirty-four colleges grant transfer credit for non-parallel courses. In some cases the transfer of credit does not necessarily reduce the amount of time needed to fulfill graduation requirements. Colleges with rigidly organized curriculums, including specific course requirements to be taken at the freshman, sophomore, or junior level, may grant ninety credit hours or senior rating, but prerequisite courses may be such for senior courses that the transfer student is forced to attend two years to complete curriculum requirements.

To a great extent, most of the non-parallel courses offered by the transfer student have been earned in preprofessional schools. Steggert gives the results of a study relating to the evaluation of credit from preprofessional schools, to be applied toward the various academic degrees. Of the 168 schools reporting, fifteen allow no college credit for any professional work, twenty give credit on the basis of merit, and fourteen accept credit for equivalent or corresponding content courses (54:187). Some schools indicate that they give combined degrees, so that students wishing to transfer can do so without losing too much credit (54:188).

The Williams study reports that 314 schools allow full credit, fifty grant no credit, and sixty-one have qualifying rules to govern individual cases (59:257)

The data in Table LXVII reveal that Ohio colleges and universities are liberal in accepting transfer credit for courses

not taught in their own institutions, but regularly credited toward a degree in the college previously attended by the student who transfers.

Loss of credit and non-parallel courses.- The approximate number of transfer students losing credit because certain institutions offer no courses parallel to the transferred courses is shown in Table LXVIII. State universities accept all transfer credit, as do institutions with enrollments of 250 to 499. In all other categories a relatively small number of students lose some credit, although this restriction of granting credit only for parallel courses may work a hardship on individual students.

Noll states similar results for his study:

The standard amount of credit for one year was 51 credits and 27 out of 59 students received between 45 and 49 credits. Three of the 59 received between 50 and 54 credits and one received between 60 and 64 credits.

For two years' work by far the majority of the students received between 90 and 94 credits, the standard being 96. Eight received between 95 and 99 credits and one received between 105 and 109 credits. For three years the standard number of credits was 135 and all students received less than the standard number (41:39).

Loss of Credit within the Same Institution

Loss of credit when transferring within the same institution.- Ohio has many universities composed of a number of individual colleges. Such colleges are held together by a central organization, but each functions as a unit. A unit

TABLE LXVIII

APPROXIMATE NUMBER OF STUDENTS LOSING TRANSFER CREDIT
BECAUSE OHIO INSTITUTIONS OFFER NO PARALLEL COURSE:
ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION,
AND TYPE OF ACCREDITATION, 1941

Type of Institution	Number Losing Credit
1. Type of control:	
State	0
Municipal	25
Private	74
Church-related	<u>44</u>
Total ..	143
2. Size of institution:	
3000 or over	85
2000-2999	6
1000-1999	17
500-999	24
250-499	0
1-249	<u>11</u>
Total ..	143
3. Accreditation:	
Accredited	126
Non-accredited	<u>17</u>
Total ..	143
Mean ..	11

usually has a faculty, curriculum, course requirements, and student body appropriate to the specific needs of the particular college. Certain students, having completed a year or more of college work, may desire to change from one unit to another within the same institution. If this change is made, in fifteen Ohio colleges and universities, according to Table LXIX, the student will lose some credit. These institutions evidently assume that certain courses and curriculums are developed as a basis for a specific degree and are not applicable to the fulfillment of requirements for other degrees.

According to Table LXIX, in twenty-seven institutions, students changing from one department to another within the same college lose credit. For students changing from one major to another, the figures are the same as when transferring from one department to another.

The data suggest that in many cases the individual units of a university have developed specific curriculums for completion of their degrees, which means loss of credit when transferring from another unit of the same institution. Likewise, many departments of instruction have specific requirements, prerequisites, and sequences that involve loss of credit for the student who transfers from another area.

Marks and Transfer of Credit

Marks required of transfer students.- According to

TABLE LXIX

LOSS OF CREDIT IN OHIO WHEN TRANSFERRING FROM ONE COLLEGE,
DEPARTMENT, OR MAJOR TO ANOTHER WITHIN THE SAME
INSTITUTION: ACCORDING TO TYPE OF CONTROL, SIZE
OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	One College to Another	One Department to Another	One Major to Another	Total
1. Type of control:				
State	4	3	3	5
Municipal	3	1	1	3
Private	3	6	6	12
Church-related	<u>5</u>	<u>17</u>	<u>17</u>	<u>27</u>
Total	<u>15</u>	<u>27</u>	<u>27</u>	<u>47</u>
2. Size of institution:				
3000 or over	6	5	5	8
2000-2999	2	3	3	3
1000-1999	4	2	2	8
500-999	1	4	4	7
250-499	1	6	6	9
1-249	<u>1</u>	<u>7</u>	<u>7</u>	<u>12</u>
Total	<u>15</u>	<u>27</u>	<u>27</u>	<u>47</u>
3. Accreditation:				
Accredited	12	19	19	37
Non-accredited	<u>3</u>	<u>8</u>	<u>8</u>	<u>10</u>
Total	<u>15</u>	<u>27</u>	<u>27</u>	<u>47</u>

Table LXX, twenty-five schools will admit transfer of courses with less than a C mark. Of these twenty-five schools, seventeen will accept a C average and eight will transfer marks of D. Of the twenty-two institutions that require C's, seven are private and thirteen are church-related schools, indicating a relatively high standard for these schools.

Twenty-four accredited schools accept less than a mark of C, while one non-accredited school will do so. It may be that non-accredited institutions seek to maintain relatively high standards with the hope that national and regional accrediting associations will recognize the soundness of their work.

In general, Table LXX reveals a diversity of policy with respect to marks required for transfer credit. Table LXX does not reveal why certain colleges and universities refuse to accept marks of less than a C from transfer students, yet will permit lower marks to be credited for their own students in courses on the local campus.

The Williams study reports that 156 institutions grant transfer credit for any passing mark, eighty-seven allow credit if the general average is C, seventy-four grant provisional credit for marks less than C, and forty-five give no credit but students may repeat for credit (59:249). The data of the Williams study show a pronounced tendency to give credit for any passing mark.

TABLE LXX

NUMBER OF OHIO INSTITUTIONS ADMITTING TRANSFER STUDENTS
WITH C, C AVERAGE, OR D: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Grades			
	<u>C</u>	<u>C Average</u>	<u>D</u>	Total
1. Type of control:				
State	2	2	1	5
Municipal	0	2	1	3
Private	7	4	1	12
Church-related	<u>13</u>	<u>9</u>	<u>5</u>	<u>27</u>
Total	22	17	8	47
2. Size of institution:				
3000 or over	2	4	2	8
2000-2999	3	0	0	3
1000-1999	5	3	0	8
500-999	2	1	4	7
250-499	4	3	2	9
1-249	<u>6</u>	<u>6</u>	<u>0</u>	<u>12</u>
Total	22	17	8	47
3. Accreditation:				
Accredited	13	16	8	37
Non-accredited	<u>9</u>	<u>1</u>	<u>0</u>	<u>10</u>
Total	22	17	8	47

This tendency is not clearly indicated in the data for Ohio colleges and universities.

Curriculum Changes

Curriculum changes to adjust to individual differences.-

Some college authorities believe that transfer students face a problem in orientation. If this is true, then colleges and universities should develop curriculums that will aid transfer students in becoming adjusted to the new situation as soon as possible. One way to facilitate this adjustment is for colleges to organize curriculums suited to the needs of individual students.

In Table LXXI it appears that Ohio colleges and universities are unanimous in believing themselves aware of the needs of individual students, and think that they have developed programs to meet such needs.

Curriculum changes for superior students.- Table LXXII indicates that forty-six of forty-seven colleges have made curriculum changes to meet the needs of superior students. In these forty-six schools, a lower level of work is offered to transfer students until they have become oriented. Once this adjustment is accomplished, they are required to increase the quantity and quality of their work.

Semester Load and Extension Credit

Transfer credit accepted per semester.- According to

TABLE LXXI

NUMBER OF OHIO INSTITUTIONS THAT HAVE MADE CURRICULUM
 CHANGES TO MEET THE PROBLEM OF INDIVIDUAL DIFFERENCES:
 ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION,
 AND TYPE OF ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	5	0	5
Municipal	3	0	3
Private	12	0	12
Church-related	27	0	27
Total	47	0	47
2. Size of institution:			
3000 or over	8	0	8
2000-2999	3	0	3
1000-1999	8	0	8
500-999	7	0	7
250-499	9	0	9
1-249	12	0	12
Total	47	0	47
3. Accreditation:			
Accredited	37	0	37
Non-accredited	10	0	10
Total	47	0	47

TABLE LXXII

NUMBER OF OHIO INSTITUTIONS THAT HAVE MADE CURRICULUM
CHANGES TO MEET THE PROBLEM OF SUPERIOR STUDENTS:
ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION,
AND TYPE OF ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	5	0	5
Municipal	3	0	3
Private	11	1	12
Church-related	<u>27</u>	<u>0</u>	<u>27</u>
Total .	<u>46</u>	<u>1</u>	<u>47</u>
2. Size of institution:			
3000 or over	8	0	8
2000-2999	3	0	3
1000-1999	8	0	8
500-999	7	0	7
250-499	8	1	9
1-249	<u>12</u>	<u>0</u>	<u>12</u>
Total	<u>46</u>	<u>1</u>	<u>47</u>
3. Accreditation:			
Accredited	36	1	37
Non-accredited	<u>10</u>	<u>0</u>	<u>10</u>
Total	<u>46</u>	<u>1</u>	<u>47</u>

Table LXXVIII, forty-two schools accept from fifteen to eighteen hours per semester. Four institutions place no limit on the amount of credit accepted per semester and one specifies "a normal amount." Table LXXVIII also reveals that Ohio colleges and universities generally do not accept more transfer credit per semester than they permit their own students to earn.

In a study reported by Williams (59:243), it is found that the maximum hours of credit a student can earn in one year ranges from fifteen hours to a no-limit maximum. Thirty-eight institutions accept thirty hours; seventy-four, thirty hours; forty, thirty-four hours; ninety-three, thirty-six hours; and forty-two, thirty-eight to fifty hours. Seventy institutions report no established maximum (59:243). This load for a year, divided by two, is substantially the same range of hours reported for Ohio in Table LXXVIII.

Extension credit accepted.- Frequently, limitation on the amount of extension credit that an institution will accept toward admission to advanced standing results in loss of credit for the student. According to Table LXXIV, five colleges and universities accept no extension credit, while at the other extreme three approve from thirty-one to forty hours; six schools recognize all that the first college has accepted.

In certain instances, a student transferring from a

TABLE LXXIII

MAXIMUM NUMBER OF CREDIT HOURS PER SEMESTER THAT OHIO INSTITUTIONS WILL ACCEPT BY TRANSFER: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Credit Hours per Semester					
	15	16	17	18	No Limit	Total
1. Type of control:						
State	0	0	1	3	0	4*
Municipal	0	2	0	1	0	3
Private	3	0	0	6	3	12
Church-related	0	8	8	10	1	27
Total	3	10	9	20	4	46
2. Size of institution:						
3000 or over	0	2	0	4	1	7*
2000-2999	0	0	1	2	0	3
1000-1999	1	3	1	3	0	8
500-999	0	1	3	2	1	7
250-499	1	2	3	3	0	9
1-249	1	2	1	6	2	12
Total	3	10	9	20	4	46
3. Accreditation:						
Accredited.....	3	7	9	13	4	46*
Non-accredited	0	3	0	7	0	10
Total	3	10	9	20	4	46

* One institution reported "a normal amount."

TABLE LXXIV

AMOUNT OF EXTENSION CREDIT THAT OHIO INSTITUTIONS WILL ACCEPT TOWARD ADMISSION TO ADVANCED STANDING: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Total Hours Accepted						Total
	0	10 to 1	20 to 11	30 to 21	40 to 31	Limit of First College	
1. Type of control:							
State	0	0	1	1	2	0	4*
Municipal	0	1	0	1	0	1	3
Private	2	2	1	5	0	2	12
Church-related	3	1	7	12	1	3	27
Total	5	4	9	19	3	6	46
2. Size of institution:							
3000 or over	1	1	0	2	2	1	7*
2000-2999	0	0	0	1	0	2	3
1000-1999	0	1	2	5	0	0	8
500-999	1	1	0	5	0	0	7
250-499	2	0	3	3	0	1	9
1-249	1	1	4	3	1	2	12
Total	5	4	9	19	3	6	46
3. Accreditation:							
Accredited	4	4	6	15	2	5	36*
Non-accredited	1	0	3	4	1	1	10
Total	5	4	9	19	3	6	46

* One institution reported a limited amount.

school with a liberal policy on extension credit to one where such credit is not in favor could lose as much as a year of college work.

Grossman (19:237) and Williams (59:263) report the maximum of extension or non-resident credit accepted toward degree requirements in certain institutions. Both studies reveal data similar to those of Table LXXIV, which indicates that the limit for accepting extension credit in Ohio agrees with prevailing practice in other parts of the United States.

Survey or Orientation Courses

Transfer credit in survey or orientation courses.- Many colleges and universities in the United States are offering survey or orientation courses. These courses are designed to give students a general background and are not limited to any specific subject area. Since many Ohio institutions do not offer such courses, Table LXXV has been organized to reveal how these colleges handle transfer credit in orientation. Forty-six schools accept survey or orientation credit. One small, non-accredited, church-related school refuse to recognize it.

These data agree with those reported by other investigators; for example, Marsh says that:

In general, students transferring between such institutions receive credit "hour for hour" for all work completed if the quality of achievement was equal to that required in the receiving

TABLE LXXV

NUMBER OF OHIO INSTITUTIONS ACCEPTING CREDIT IN SURVEY
OR ORIENTATION COURSES: ACCORDING TO TYPE OF CONTROL,
SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	5	0	5
Municipal	3	0	3
Private	12	0	12
Church-related	<u>26</u>	<u>1</u>	<u>27</u>
Total	46	1	47
2. Size of institution:			
3000 or over	8	0	8
2000-2999	3	0	3
1000-1999	8	0	8
500-999	7	0	7
250-499	9	0	9
1-249	<u>11</u>	<u>1</u>	<u>12</u>
Total	46	1	47
3. Accreditation:			
Accredited	37	0	37
Non-accredited	<u>9</u>	<u>1</u>	<u>10</u>
Total	46	1	47

college. If, as it sometimes happens, a student has done work in one college which is not offered in the second, the latter may assign credit toward its degree. Sometimes only a part of the credit claiming may be allowed (34:28).

Credit from Non-accredited Sources

Accepting credit from certain non-accredited schools.-

Ohio has a number of schools that are unable to meet the standards of the North Central Association of Colleges and Secondary Schools. Some of these schools, however, are doing acceptable work and their courses are being recognized by certain accredited colleges and universities. This evaluation is based on a direct knowledge of personnel and course requirements, as recorded in Table LXXVI. Twenty-six respondents report that they approve credit from certain non-accredited schools where they have a direct knowledge of personnel and course requirements, while twenty-one schools do not approve of granting such credit.

Sources of Information for Evaluation

Evaluation and sources of information.- The sources of information to which admissions authorities refer in evaluation of credit for transfer are listed in Table LXXVII. In no instance do all Ohio colleges and universities employ a given source, although a large majority use the United States Office of Education, the state university, or an accredited institution

TABLE LXXVI

NUMBER OF OHIO INSTITUTIONS ACCEPTING CREDIT FROM CERTAIN
NON-ACCREDITED SCHOOLS WHERE THERE IS A KNOWLEDGE OF
PERSONNEL AND REQUIREMENTS: ACCORDING TO TYPE OF
CONTROL, SIZE OF INSTITUTION, AND TYPE OF
ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	3	2	5
Municipal	3	0	3
Private	6	6	12
Church-related	<u>14</u>	<u>13</u>	<u>27</u>
Total	26	21	47
2. Size of institution:			
3000 or over	7	1	8
2000-2999	0	3	3
1000-1999	5	3	8
500-999	4	3	7
250-499	5	4	9
1-249	<u>5</u>	<u>7</u>	<u>12</u>
Total			
3. Accreditation:			
Accredited	23	14	37
Non-accredited	<u>3</u>	<u>7</u>	<u>10</u>
Total	26	21	47

TABLE LXXVII

NUMBER OF OHIO INSTITUTIONS USING CERTAIN SOURCES
WHEN SEEKING INFORMATION RELATIVE TO EVALUATION
OF CREDIT

Source of Information	Number
1. State university	41
2. United State Office of Education	42
3. Accredited school near college in question...	41
4. State Department of Education	1
5. Combination of two or more	41
6. No agency used	1

near the college in question. Ohio colleges and universities, like schools elsewhere, are seeking information wherever possible as an aid in evaluating transfer credit. Admissions authorities realize their inability to have first-hand and complete knowledge of a large number of institutions. Williams reports that 162 colleges use varied sources for information in approval of transfer credit (59:270). Abel, commenting on the work of the United States Office of Education, states that during the year, 1939-40, this office evaluated 1161 transcripts (2:99).

Responsibility for Advanced Standing

Authorities responsible for admission to advanced standing.-

The authorities responsible for admission to advanced standing vary from institution to institution. Table LXXVIII lists eight agencies or combinations of agencies through which colleges and universities admit students to advanced standing. Of the forty-seven respondents, no more than ten use a particular method. It should be mentioned, however, that in many institutions the registrar and admissions officer are the same person. As a matter of fact, twenty-eight schools use one individual to evaluate transfer credit and, although it is not evident from Table LXXVIII, this person may have faculty members or committee members to whom he can refer difficult transfer problems. Of the remaining nineteen respondents, six use a registrar and a dean, eight a registrar and a faculty committee, two a dean and a faculty committee, two a faculty committee, and one an admissions officer and a faculty committee.

Some authorities state that there is a general movement among colleges and universities to centralize responsibility for evaluation of transfer credit (59:235), and that this centralization makes it necessary for registrars to become specialists in interpreting transcripts (56:20). Such a trend is not marked in Ohio, according to the data of Table LXXVIII.

Transcript Information

Information on credit transcripts.- Admissions authorities

TABLE LXXVIII

OHIO COLLEGE AGENCIES ASSIGNED THE RESPONSIBILITY FOR
ADMISSION TO ADVANCED STANDING

Agency Responsible	Number
1. Registrar	10
2. Admissions officer	10
3. Faculty committee	2
4. Dean of the institution	8
5. Combination of one and four	6
6. Combination of one and three	8
7. Combination of two and three	1
8. Combination of three and four	<u>2</u>
Total	47

use the transcript, in beginning the evaluation of transfer credit. If enough information is thereby presented, no further investigation may be necessary. Many transcripts, however, do not contain sufficient data and it is essential to use other sources of information for the evaluation of transfer credits. Table LXXIX reviews the practices of forty-seven Ohio institutions in reporting credit secured by transfer, extension, examination, and after a probation period.

All forty-seven schools show on their transcripts the amount of credit presented by the transfer student, forty-one the credit earned by extension, thirty-four the amount earned

TABLE LXXIX
 INFORMATION INCLUDED ON OHIO TRANSCRIPTS
 SENT TO OTHER INSTITUTIONS

Information Regarding Credit	Number
1. Show credit gained by transfer	47
2. Show credit earned by extension	41
3. Show credit earned by examination	34
4. Show credit granted after probation period.....	27

by examination, and twenty-seven the credit allowed after a probation period. Admissions authorities in Ohio do not agree as to the information essential to other colleges for evaluation of transfer credit.

Rules Governing Advanced Standing

Institutions having written rules governing admission to advanced standing.- Table LXXX shows that forty-one colleges and universities have no written rules and regulations to which transfer students have access other than statements appearing in catalogues. Six institutions have printed or mimeographed material concerning advanced standing. According to data

TABLE LXXX

NUMBER OF OHIO INSTITUTIONS HAVING WRITTEN RULES AND REGULATIONS GOVERNING ADMISSION TO ADVANCED STANDING: ACCORDING TO TYPE OF CONTROL, SIZE OF INSTITUTION, AND TYPE OF ACCREDITATION

Type of Institution	Yes	No	Total
1. Type of control:			
State	1	4	5
Municipal	1	2	3
Private	1	11	12
Church-related	<u>3</u>	<u>24</u>	<u>27</u>
Total	6	41	47
2. Size of institution:			
3000 or over	1	7	8
2000-2999	0	3	3
1000-1999	2	6	8
500-999	1	6	7
250-499	0	9	9
1-249	<u>2</u>	<u>10</u>	<u>12</u>
Total	6	41	47
3. Accreditation:			
Accredited	4	33	37
Non-accredited	<u>2</u>	<u>8</u>	<u>10</u>
Total	6	41	47

reported earlier (see pages 76-77), college catalogues do not contain sufficient information to be of definite value to transfer students. In effect, the colleges insert statements in their catalogues to advertise the fact that they accept transfer credit and settle problems of evaluation after the student has applied for admission.

The Ohio institutions that have separately issued rules and regulations concerning advanced standing attach them to the first letter sent in reply to an inquire concerning transfer of credit. These rules are reasonably complete and should answer most questions concerning advanced standing procedures. Copies of the regulations of three Ohio universities are reproduced on pages 233-38 of the Appendix.

Summary

More than two-thirds of the Ohio colleges accept credit for courses that do not parallel their own courses.

The curriculums of many colleges and universities are so arranged that students transferring from one college, department, or major to another may lose credit.

Colleges do not agree as to the marks that are acceptable in transfer of credit. Such marks range from C to a C average to a D.

Curriculum changes have been initiated to adjust to

individual differences and to meet the needs of superior students. While these changes may have been effected to meet the needs of the institution's regular students, they may prove equally valuable to transfer students.

The number of hours transferrable per semester usually equals the load that an institution will permit its regular students to earn.

The amount of extension credit that Ohio institutions approve ranges from nothing to forty credit hours. This range may be the determining factor in the choice of college by certain transfer students.

Ohio colleges have a liberal attitude with regard to transfer of credit for survey and orientation courses.

Certain credit from non-accredited schools is accepted by accredited institutions on the basis of direct knowledge of the personnel and course requirements represented.

The policy of seeking information from other agencies, to aid in evaluation of credit, is practiced by most Ohio colleges and universities.

A number of college agencies are used for evaluating credit for advanced standing. Individual officers are employed more frequently than any other procedure.

Ohio colleges differ in policy with respect to reporting on the transcript how the credit was earned -- whether by transfer,

extension, examination, or after a probation period.

Only six institutions have written rules and regulations for admission to advanced standing other than those appearing in their catalogues. There may be certain administrative rulings to guide faculty members, but these are not published for student use.

In general, each Ohio college or university has its own policy for admitting transfer students. While this procedure may be satisfactory to the individual institution, it presents a problem to students who find it necessary to transfer from one college to another in Ohio.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Restatement of the Problem, Sources, and Procedures

The problem.- The purpose of this study has been to learn how colleges and universities in Ohio meet the problem of admission to advanced standing. This survey describes practices in the Ohio institutions studied and reveals how these schools evaluate abilities and training acquired from non-academic and marginal agencies.

The areas or problems investigated for Ohio institutions are: (1) advisability of a state examining board; (2) problems that should be referred to such a state examining board; (3) number of accepted and rejected advanced standing applications; (4) methods used by higher institutions to admit students to advanced standing; (5) methods used for evaluating marginal credit, foreign credit, excess high school units, and the competence of students taught privately; (6) amount of credit accepted by transcript and by examination; (7) examination areas and methods used to evaluate skills and abilities; (8) fees for examinations; (9) tuition rates charged for credit earned by examination; (10) filing of completed examinations; and (11) manner of recording transcripts and credit by Ohio college and university authorities.

Sources and procedures.- The data were collected by means of a check list and a personal interview with each of the forty-nine colleges and universities in Ohio. The colleges are accredited by either the Ohio College Association, the North Central Association of Colleges and Secondary Schools in Ohio, or the Ohio Department of Education. Data for all the colleges are incorporated in this study with two exceptions, De Sales College and Wilberforce University. The interviews were directed by a list of questions, with an attempt made to obtain objective data.

The procedure used in this study was: (1) a letter, enclosing a copy of the tentative check list, a short description of the proposed study, and a self-addressed card for reply, was sent to each of the forty-nine colleges and universities requesting an interview; (2) personal interviews were conducted, utilizing a check list and questions to control the interviews; (3) a tabulation and an analysis of the data were made; and (4) conclusions and recommendations were formulated, as summarized in the following pages.

The specific conditions in Ohio that have rendered the problem of advanced standing an urgent one are: (1) each college or university is using evaluative procedures of its own selection; (2) trade and business school graduates sometimes desire admission to advanced standing; (3) the present military personnel will be returning to civilian life, many to resume study, with requests

for advanced standing for military service; (4) numerous non-accredited colleges are graduating students, many of whom seek admission and transfer of credit to other higher institutions; (5) many high school graduates enter college with more credit than is required for entrance; (6) evaluation of credit submitted by foreign students presents a special problem of language and curriculum content; (7) students taught by private tutors sometimes wish to enter college for further training; (8) some applicants for advanced standing have been trained in schools established by industrial organizations; and (9) some adults without formal credit in certain organized courses in high school or college seek advanced standing based on experience, in attempting to complete a college education.

Transfer problem, past and present.- During the early part of this century transfer students were admitted to advanced standing by transcript or by examination, (5:181). The rapid increase in transportation facilities (5:181) and some degree of similarity between the curriculums of colleges and universities (7:749) have enlarged the problem of the transient student. As a result, educators now find that it is difficult to distinguish between the "legitimate" and "migrant" transfer (23:250; 24:250; 25:251). Chandler believes that, in order to distinguish between these two groups, standards should be low enough to make it possible to accept the legitimate transfer case and high enough

to limit the wanderings of the migrant transfer student (6:409).

The Ohio College Association began to investigate this problem in 1937 (45:1). Since that time, committees under the association's leadership have been working toward the elimination of the major weaknesses in procedures for admission to advanced standing (45:1; 50:3; 51:52). In 1941 the Ohio College Association continued its study of the problem by appointing a Committee on Extension Practices and Advanced Standing Credits, which has sponsored the collection of data for the present study.

Summary and Conclusions

The major findings of this study are:

1. For 1941 the number of admissions to advanced standing in forty-seven Ohio schools was 5,276, while 1,898 applications were rejected; the latter figure is an approximation, since accurate records have not always been kept for students refused advanced standing. The total number of cases represented, 7,174, suggests that the problem of the transient student and of advanced standing credit is much greater than is generally recognized.

2. Students taught privately are admitted to advanced standing by nineteen Ohio colleges, usually by examination. Many of these privately trained students possess superior abilities

and are capable of demonstrating proficiency equal to the sophomore or junior level of college.

3. A problem of advanced standing is presented by students who wish to transfer credit from such marginal agencies as schools for nurses, training programs sponsored by industrial organizations, and trade and business schools. The methods in use for appraising such credit are examinations, probation, or a combination of the two.

4. Excess high school units are accepted at present in only twelve Ohio colleges, usually by examination. Certain movements, especially the junior college and acceleration programs, suggest that the trend of the near future may be toward wider acceptance, on the basis of satisfactory evaluation, of surplus high school units. If this trend should materialize, a most perplexing problem of advanced standing will confront the higher institutions.

5. Transfer of credit from foreign universities is by transcript in forty Ohio institutions, with the assistance of the United States Office of Education usually requested for purposes of evaluation. In the light of present world-wide conditions and of their influence on education, difficulties in accurate evaluation of foreign academic credit probably will be greatly increased in the future.

6. If World War I serves as a precedent, many members of the present military personnel, on return to civilian life and resumption of study, will request advanced standing for military service. The majority, thirty-eight, of Ohio colleges and universities would be willing to refer such cases to a state examining board in an attempt to employ a uniform plan for any advanced standing that might be granted. Forty-five schools are unwilling to grant as much as a year of credit for military service.

7. Under certain conditions, older adults who lack certain formal credit in organized courses are granted admission to advanced standing in some Ohio colleges. With further development of adult education this problem of advanced standing credit may increase, although at present it is not pressing.

8. The forty-four schools that accept credit from non-recognized academic institutions use one of three methods of evaluation -- examinations, a combination of examinations and probation, or a period of probation, with the last used most widely. In the thirty-two Ohio schools that use some form of examination to evaluate competence, there is little uniformity among institutions in constructing, administering, and appraising the results of the various types of examinations used. This condition, of course, means variation from school to school in the level of proficiency required for advanced standing in a particular area.

Of the thirty-two colleges that use the examination method, eighteen charge a fee, which varies widely from school to school.

2. Differences among Ohio institutions with respect to catalogue information, form of transcript, total amount of advanced standing by transfer, extension credit, semester load, methods of evaluation, types of examinations, passing marks, examination fees, and sources or agencies considered acceptable for credit purposes suggest that the student frequently seeks the school where he can drive the best bargain.

10. Thirty of the forty-seven Ohio colleges and universities canvassed favor the organization of a state examining board, while thirty-six believe that it would be a relatively objective and uniform way to evaluate transfer credit. Thirty-nine schools agree that such a board, if created, should function under the guidance and financial control of the Ohio College Association. Forty institutions recommend that any examinations offered be administered locally. Thirty-one schools are willing for a state examining board to evaluate credit from non-accredited institutions, and thirty-three would permit such a board to appraise skills and abilities acquired from non-academic sources. Thirty-eight Ohio institutions would permit military service to be evaluated by a state examining board, if such an agency should be created.

Limitations

Whatever limitations this study has are related to

difficulties in: (1) wording the check list so as to be clearly understood, (2) securing accurate answers and maintaining objective relationships during the interviews, (3) tabulation of data into the most effective categories, and (4) interpretation of evidence from institutions (so varied in size, control, programs, and interests. The data, of course, are limited to Ohio schools, although the related literature suggests that similar conclusions have been reached for groups of institutions in other parts of the country.

Recommendations

To improve present practice in Ohio, with respect to admission to advanced standing, the following recommendations are made:

1. The Ohio College Association may well organize a state examining board, to function under the guidance and leadership of the association.
2. Transfer problems concerning students from non-accredited, non-academic, military, and marginal sources should be referred to such a state examining board. Transfer problems arising within an individual institution should not be referred to this board.
3. Adequate evaluation procedures should be developed to measure student proficiency in the various areas where advanced standing is requested.

4. Colleges and universities should explore the possibilities of using examinations as a part of the instructional program, including appropriate use of examinations employed to determine eligibility for advanced standing.

5. Uniformity should prevail in Ohio schools with respect to charges for examinations on which advanced standing is based.

6. All transcripts should contain specific and uniform information, so as to facilitate evaluation of credit.

7. Ohio colleges and universities should report each year to a central agency the number of transfer students accepted or rejected, the amount of credit granted in each case, and the methods used to evaluate such credit.

Problems for Further Study

This study has attempted to answer certain questions, but there are many important problems remaining for investigation, including:

1. Ways and means to establish a state examining board in Ohio.
2. The causes and effects of student transfer in college.
3. An appraisal of the merits of evaluative procedures in current use in higher institutions.
4. The success of transfer students from accredited schools as compared with students coming from non-accredited schools.

5. The effectiveness of the college catalogue as an instrument for increasing college enrollment.

6. The adequacy of the college transcript as a source of information in admission to advanced standing.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Abel, J. F. "Evaluating School Credits of Foreign Students," School Life, XVII (November, 1931), 48-9.
2. Abel, J. F. "Foreign Student Credentials," School Life, XXVI (January, 1941), 98-9.
3. Anderson, J. A. "College Credits Earned Before High-School Graduation," Education Digest, VI (May, 1941), 33.
4. Brewster, R. W. "Transfer of Junior College Students in Preprofessional Curricula," Bulletin of the American Association of Collegiate Registrars, XVI (July, 1941), 483-91.
5. Chamberlin, L. M. "The College Transient," Bulletin of the American Association of Collegiate Registrars, XI (July, 1940), 181-83.
6. Chandler, H. W. "Standards of Evaluation of Transfer Credits," Bulletin of the American Association of Collegiate Registrars, XI (July, 1936), 409-11.
7. Corbin, J. H., and Others. "Admission of College Students with Advanced Standing," School and Society, XLIII (November 30, 1935), 748-51.
8. Cowdery, K. M. "Stanford Admissions Methods", Bulletin of the American Association of Collegiate Registrars, XIV (October, 1939), 95-100.
9. Crawshaw, F. D. "College Entrance and Advanced Credits for Manual Arts," School Review, XXI (September, 1913), 467-74.
10. Dexter, E. G. Should Entrance be Through the Examination of the School or of the Pupil? Proceedings and Addresses of the Forty-first Annual Meeting of the National Education Association, New York: National Education Association, 1902. Pp. 494-5.
11. Douglas, J. "Credit for University Work Abroad," Institute of International Education News Bulletin, XIII (February, 1938), 13.

12. Eells, W. C. "Records of Junior College Transfers in the University," School Review, XXXVII (March, 1929), 187-97.
13. Ezell, Lonnie B. "A Study of Certain Causal Factors in Interstate Migration of College Students." Unpublished Doctor's thesis, University of Texas, 1937. Pp.209.
14. Fanale, James J. "College Credit for Undergraduate Study During Residence or Travel Abroad." Unpublished Master's thesis, Brown University, 1933. Pp. 51.
15. Furst, Clyde, and Maslen, Edythe. Representative Colleges in the United States. Carnegie Foundation for the Advancement of Teaching, Bulletin, no. 17. New York: Carnegie Foundation for the Advancement of Teaching, 1927. Pp. 51.
16. Gatien, Raoul J. "A Survey of Scholastic Achievement of Students at the University of Detroit on Advanced Standing." Unpublished Master's thesis, University of Detroit, 1936. Pp. 121.
17. Gray, W. S., and Others. Tests and Measurements in Higher Education. Proceedings of the Eleventh Annual Institute of Administrative Officers of Higher Education. Chicago: University of Chicago Press, 1936. Pp. viii / 237.
18. Griffin, A. J. "Transfer of Credits in Survey Courses," Bulletin of the American Association of Collegiate Registrars, XVI (July, 1941), 491-2.
19. Grossman, D. A. "Credit for Extension Courses," Bulletin of the American Association of Collegiate Registrars, XV (April, 1940), 229-37.
20. Hulse, A. E. "Admission to Schools of Medicine, Law and Engineering," Bulletin of the American Association of Collegiate Registrars, XIII (January, 1938), 197-202.
21. Humphreys, J. Anthony. "The Various Preparatory Functions of the Junior College," Bulletin of the American Association of Collegiate Registrars, XVI (July, 1941), 413-24.

22. Hyde, M. W. "Credit by Examinations at Dakota Wesleyan University," School and Society, XII (February 16, 1935), 219.
23. Jessup, W. A. "Academic Wanderers," School and Society, XLIX (February 25, 1939), 250.
24. Jessup, W. A. "Our Itinerant Student," School and Society, XLIX (February 25, 1939), 251.
25. Jessup, W. A. "The Academic Trek," School and Society, XLIX (February 25, 1939), 250.
26. Jones, Dennis. "The Social and Academic Status of Junior College Transfers in the Liberal Arts College of the State University of Iowa." Unpublished Master's thesis, University of Iowa, 1935.
27. Jordan, J. C. "College Credit for Private Study," School and Society, XV (March 4, 1932), 258-60.
28. Letter by Walter L. Collins, Files of the Ohio Department of Education, December 30, 1940. Typewritten.
29. Letter by Walter L. Collins, Files of the Ohio Department of Education, February 20, 1941. Typewritten.
30. Letter by A. P. Rosselot to F. H. McNutt, May, 1941. Typewritten.
31. Lingle, T. W. "Admissions to Advanced Standing and Summer School Credit," High School Journal, XII (February, 1929), 77-9.
32. MacCracken, J. H. American Universities and Colleges, 1932. Baltimore: Williams and Wilkins Company, 1932. Pp. xiv / 1066.
33. Marquardt, C. E. "Advanced Standing Procedures; with Discussion," Bulletin of the American Association of Collegiate Registrars, XV (July, 1940), 422-38.
34. Marsh, C. S. American Universities and Colleges, 1936. Washington: American Council on Education, 1936. Pp. xviii / 1129.

35. Mead, J. F. "A further Investigation of Transfer Relations with Senior Colleges," Bulletin of the American Association of Collegiate Registrars, XVI (October, 1940), 26-30.
36. Mead, J. F. "Transfer Relations with Senior Colleges," Junior College Journal, IX (February, 1939), 235-40.
37. Miller, Dorothy Hamilton. "Survey of the Universities in the District of Columbia." Unpublished Master's thesis, George Washington University, 1938. Pp. 258.
38. Moon, George R. "Study of the Records of Students Who Entered the Colleges of the University of Chicago with Advanced Standing from Other Colleges." Unpublished Master's thesis, University of Chicago, 1926.
39. Morrison, Robert H. Policies Affecting Transfer of New Jersey Emergency Junior College Students to Institutions of Higher Learning. Newark: New Jersey Emergency Junior College Press, 1935. Pp. vi / 160.
40. Morrison, Robert H. Success of Emergency Junior College Students in Institutions of Higher Learning. Newark: New Jersey Emergency Junior College Press, 1935. Pp. xi / 240.
41. Noll, Rachel P. "Study of Transfer Students in the College of Education of the University of Minnesota for 1928-29." Unpublished Master's thesis, University of Minnesota, 1936. Pp. 129.
42. Patterson, Dale O. "The Relation between Social Factors and Scholastic Success in the University of Minnesota College of Education." Unpublished Doctor's thesis, University of Minnesota, 1936. Pp. 242.
43. Potts, Edith M. "A Study of Some Problems in the Admission of Graduate Nurses to Advanced Standing in Institutions of Higher Education." Unpublished Master's thesis, Columbia University, 1934.
44. Reeves, Floyd W., and Russel, John Dale. Admission and Retention of University Students. Chicago: University of Chicago Press, 1933. Pp. xxxiii / 360.

45. Report of B. L. Stradley to the Ohio College Association, Ohio Department of Education, 1937. Typewritten.
46. Report of B. L. Stradley to the Ohio College Association, Ohio Department of Education, 1938. Typewritten.
47. Report of B. L. Stradley to the Ohio College Association, Ohio Department of Education, 1939. Typewritten.
48. Robertson, D. A. American Universities and Colleges, 1928. New York: Charles Scribner's Sons, 1928. Pp. xii / 884.
49. Robinson, C. H. "Transference from Junior Colleges to the State University," California Quarterly of Secondary Education, IX (October, 1933), 43-4.
50. Sheridan, H. J. Report of the Committee on Examinations for Advanced Standing. Transactions of the Seventieth Annual Meeting of the Ohio College Association, Columbus: Ohio College Association, 1941. Pp. 52-3.
51. Siedle, T. A. "Trade Experience as Credit in Teacher-Training Colleges," School and Society, XXXIII (March 7, 1931), 323-4.
52. Smith, W. H. "Transfer of Students in Terminal Curricula of Mississippi Junior Colleges," Bulletin of the American Association of Collegiate Registrars, XVI (July, 1941), 479-83.
53. Scovill, H. T. "Problem of Transfer Students; with Discussion," Journal of Business, III (October, 1930), 153-53.
54. Steggert, B. J. "Evaluation of Work in Professional Schools for College Credit," Bulletin of the American Association of Collegiate Registrars, VI (October, 1930), 186-90.
55. Tuttle, G. P. "Admissions to the Graduate Schools," Bulletin of the American Association of Collegiate Registrars, XII (July, 1937), 371-4.
56. Tuttle, G. P. "Executive Duties of the Registrars," Bulletin of the American Association of Collegiate Registrars, IV (July, 1928), 19-30.
57. Warren, Mae Clark. "A Comparison of the Scholastic Records and Persistency of 510 Transfers and 848 Native Students of Iowa State College." Unpublished Master's thesis, Iowa State College, 1954.

58. Wilcox, Floyd C. "Transfer of Students from Junior College to the University." Unpublished Master's thesis, Stanford University, 1931.
59. Williams, R. L. "Recent Practice in Admitting Students by Transfer in 457 American Colleges and Universities," Bulletin of the American Association of Collegiate Registrars, XIV (April, 1939), 227-75.

APPENDIX

LIST OF OHIO COLLEGES STUDIED

Name	Location
1. Akron, University of	Akron
2. Antioch College	Yellow Springs
3. Ashland College	Ashland
4. Athenaeum Teachers' College	Cincinnati
5. Baldwin-Wallace College	Berea
6. Bluffton College	Bluffton
7. Bowling Green State University	Bowling Green
8. Capital University	Columbus
9. Case School of Applied Science	Cleveland
10. Cedarville College	Cedarville
11. Cincinnati, University of	Cincinnati
12. Dayton, University of	Dayton
13. Defiance College	Defiance
14. Denison University	Granville
15. Fenn College	Cleveland
16. Findlay College	Findlay
17. Heidelberg College	Tiffin
18. Hiram College	Hiram
19. John Carroll University	Cleveland
20. Kent State University	Kent
21. Kenyon College	Gambier
22. Lake Erie College	Painesville

23. Marietta College	Marietta
24. Mary Manse College	Toledo
25. Miami University	Oxford
26. Mount St. Joseph College	Cincinnati
27. Mount Union College	Alliance
28. Muskingum College	New Concord
29. Notre Dame College	South Euclid
30. Oberlin College	Oberlin
31. Ohio Northern University	Ada
32. Ohio State University	Columbus
33. Ohio Wesleyan University	Delaware
34. Ohio University	Athens
35. Otterbein College	Westerville
36. Rio Grande College	Rio Grande
37. St. Mary of the Springs College	Columbus
38. Sisters College	Cleveland
39. Toledo, University of	Toledo
40. Ursuline College	Cleveland
41. Western College	Oxford
42. Western Reserve University	Cleveland
43. Wilmington College	Wilmington
44. Wittenberg College	Springfield
45. Wooster, College of	Wooster
46. Xavier University	Cincinnati
47. Youngstown College	Youngstown

LETTER REQUESTING AN INTERVIEW

The Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association is making a survey of methods used in Ohio for evaluating credits for admission to advanced academic standing. The findings will be used for a report to the Ohio College Association at its 1942 spring meeting.

Ernest H. Ward, graduate assistant at the University of Cincinnati, is serving as the field worker for the committee. He hopes to interview an appropriate staff member of each Ohio institution, to secure the type of information suggested in the enclosed outline of the study and checklist. The interview may require two hours.

Could you arrange this interview on _____ the _____ 1941? Please indicate on the enclosed card whether the date and time are satisfactory, and write in the space provided on the card the name of the person (if other than yourself) who can supply the desired data.

CARD FOR RETURN REPLY CONCERNING INTERVIEW DATE

The time of the interview, Hour _____, November _____,
1941, is satisfactory. Yes _____ No _____

If the suggested date is unsatisfactory, please name
another date _____.

The name of the person to be contacted is _____.

Signed _____.

FOLLOW-UP LETTER CONCERNING INTERVIEW

Dr. Carter V. Good, chairman of the Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association, wrote you on November 3rd, 1941 requesting an interview. This interview was requested for (time and date).

Since the report to the Ohio College Association in April, 1942 should include every college and university (ninety-five per cent have cooperated to date), will you please state whether the time and date are convenient?

Very truly yours,

STATEMENT OF PROBLEM, ACCOMPANYING REQUEST FOR INTERVIEW

ADMISSION TO ADVANCED ACADEMIC STANDING IN THE COLLEGES

AND UNIVERSITIES IN THE STATE OF OHIO

Purpose.- The purpose of this study is to learn how colleges and universities in the State of Ohio meet the problem of admission to advanced academic standing. The survey will show the procedures practiced in the institutions studied. It also will reveal how these institutions accredit abilities and training acquired in non-academic or "marginal agencies."

Problem.- Local college committees are acting as accrediting agencies in evaluating skills and abilities. A degree of variability usually results from the actions of such committees, as all committee members have not had the same background, training, or experience. This leads to misunderstanding and undesirable unscientific practices, totally in opposition to our educational ideals. Numerous systems, practices, and procedures are confusing to individuals interested in having achievements and abilities evaluated. This study hopes to analyze and portray the various practices utilized in the State of Ohio in evaluating credits, selecting the better practices as a basis for recommendations toward improving the present system.

Need for study.- Colleges and universities are having difficulty in developing adequate procedures to deal with present accrediting problems. These problems are so pressing that they

should be brought immediately to the attention of educators in order that a solution may be attempted. A list of specific situations needing immediate attention at the present time is:

1. Each college or university is using accrediting procedures suitable for its own individual purpose.
2. Trade and business school graduates sometimes desire admission to advanced standing.
3. The present army personnel will be returning to civilian life, many to resume study in some college or university.
4. Numerous non-accredited junior colleges are graduating students, many of whom seek admission to higher institutions.
5. The American educational program is making every effort to provide for individual differences, i.e., for students entering with more credits than required.
6. Evaluation of credits submitted by foreign students is necessary.
7. Adult education students are attempting to complete a college education.
8. Students trained by private teachers wish to enter college for further training.
9. Some students have training from schools established by industrial organizations.
10. Higher educational institutions need acceptable criteria and methods for measuring acquired skills and abilities.

Source of data.-- These data will be collected through personal interviews with each of 48 colleges and universities in the State of Ohio. These interviews will be directed by a list of questions, and every attempt will be made to obtain objective data. The assembled data will be analyzed and the results used to formulate conclusions and recommendations.

Procedure.-- The procedure to be used in this study is as follows:

1. A letter will be sent to 48 colleges and universities requesting an interview, the letter to contain (a) copy of a tentative checklist and (b) self-addressed card for reply.
2. A personal interview, as arranged by letter, utilizing a checklist and accompanying questions to control the interview.
3. A tabulation and analysis of data will be made.
4. The formulation of conclusions and recommendations will be made in the light of findings.

INTERVIEW BLANK

An Investigation of Admission to Advanced Academic Standing in Ohio Colleges and Universities by the Committee on Extension Practices and Advanced Standing Credits of the Ohio College Association

COMMITTEE MEMBERS

- Reverend John A. Elbert, S. M., President of the University of Dayton, Dayton, Ohio.
 Howard C. Ginn, Assistant University Examiner, Ohio State University, Columbus, Ohio.
 Leslie P. Hardy, Director of Adult Education, University of Akron, Akron, Ohio.
 Louis W. Norris, Vice-President of Baldwin-Wallace College, Berea, Ohio.
 Carter V. Good, Professor of Education, University of Cincinnati, Cincinnati, Ohio, Chairman.

AN ATTITUDE CHECKLIST

Place check mark after yes or no to show your attitude relative to statements made.

1. Ohio Colleges and Universities through their state association should create a state examining board. Yes___ No___
2. Members of the Ohio College Association should have control of the administrative organization. Yes___ No___
3. A state examining board would be a more scientific way for examining non-academic skills and abilities. Yes___ No___
4. Members of the Ohio College Association should be willing to lend financial support to the operation of a state examining board. Yes___ No___
5. A state examining board should place a maximum value on demonstrated skills and abilities and state members should not grant credits in excess of this value. Yes___ No___
6. Members of the Ohio College Association should use their state examining for evaluating all skills and abilities acquired from other than accredited institutions. Yes___ No___

7. A state examining board should offer examinations at several points in the state during each year. Yes___ No___
8. A state examining board would eradicate the major accrediting problems of individual state members. Yes___ No___
9. Members of the Ohio College Association should be willing to reduce the numbers of years necessary for gaining a college education. Yes___ No___
10. A knowledge of the advantages to be gained through the use of a state examining board would be an incentive for greater work during the high school period by superior students.
Yes___ No___
11. Skills and abilities achieved during army service and presented for credit should be evaluated by a state examining board.
Yes___ No___
12. Skills and abilities acquired only from other than accredited institutions should be evaluated by a state examining board.
Yes___ No___
13. Students transferring credits from one college to another within the same institution should have their problems referred to a state examining board. Yes___ No___

AN INSTITUTIONAL CHECK-LIST TO SHOW METHODS USED FOR
ADMISSION TO ADVANCED ACADEMIC STANDING

Place a check mark (in the space provided) for each category to show procedures used by your institution.

Requests for Advanced Standing	Categories from which requests stem	Accepted by Transcript	Accepted by Examination	Placed on Probation	Always Rejected
	INSTITUTIONS ACCREDITED BY AGENCIES:				
	Association of American Colleges				
	New England Association of Colleges				
	Middle States Association of Colleges				
	North Central Association of Colleges				
	Southern Association of Colleges				
	Northwest Association of Higher Schools				
	Western Association of Higher Schools				
	American Association of Teachers Colleges				
	State College Association				
	Your Own State List				
	Other State Department Lists				
	Junior College Association				
	MARGINAL INSTITUTIONS:				
	Non-recognized academic schools				
	Nursing				
	Osteopathy				
	W. P. A. classes				
	Y. M. C. A. schools				
	Adult education classes				
	Trade schools				
	Correspondence schools				
	Schools in Industry				
	MISCELLANY:				
	Foreign Universities				
	Excess High School Units				
	Private teacher				

A QUANTITATIVE STATEMENT OF ACCEPTABLE ADVANCED STANDING CREDITS

Write in the amount of advanced standing credits acceptable toward meeting the requirements for various degrees.

The Degree	MAXIMUM AMOUNT ACCEPTABLE	
	By transcript	By examination
A.B.		
B.S.		
B.S. in Education		
A.M.		
M.S.		
D.Ed.		
Ph.D.		

EXAMINATIONS USED FOR ADMISSION TO ADVANCED STANDING

Place a check mark (in the space provided) to show areas, by whom given, by whom scored, by whom reviewed, and character of tests for gaining admission to advanced academic standing through examination.

Examination Areas	Given by Whom	Scored by Whom	Reviewed by Whom	Character of Tests
English	Professor in field			Standardized
Mathematics	Examining Board			Essay
For. Language	Department Head			Objective
Science	Department Committee			Oral
History	College Committee			Combination
Soc. Science	Dean of College			Committee Test
Philosophy	Combination of two			Individual Test
Psychology	or more of the above			Same Test each year
Education				Different Test used
Art				each year
Music				

PROCEDURES FOR HANDLING CREDITS AND FEES

Do you charge an examination fee? Yes___ No___. If so, what is the amount charged per examination? _____.

Is the examination fee the same for all subject fields? Yes___ No___.
No___.

Are credits gained by examination included in the 120 hours for graduation? Yes___ No___.
No___.

Is tuition charged for credits accepted toward graduation requirements? Yes___ No___. Full tuition? Yes___ No___. Partial?

Yes___ No___.
No___.

Does the examiner receive compensation for administering an examination? Yes___ No___.
No___.

Are copies of examinations kept on file for future reference?

Yes___ No___.
No___.

Are such examination files open to professors? Yes___ No___.
No___.

Are they open to students? Yes___ No___.
No___.

May the examined student see his own results? Yes___ No___.
No___.

SUPPLEMENTARY LIST OF QUESTIONS FOR THE INTERVIEW

1. Do you accept credit from accredited schools only where parallel courses are offered? Yes___ No___
2. Do you accept credit from certain non-accredited schools where you have a knowledge of their personnel and requirements? Yes___ No___
3. Approximately how many transfer students per year lose credit because your institution offers no parallel courses? Number___
4. Does a student lose credit in your institution when transfers:
 - (a) From one college to another? Yes___ No___
 - (b) From one department to another? Yes___ No___
 - (c) From one major to another? Yes___ No___
5. In accepting transfer credits, do you recognize a grade value of less than:

"A" Yes___ No___ "B" Yes___ No___ "C" Yes___ No___ "D"
Yes___ No___
6. To what higher institutions or offices do you refer when seeking information relative to accrediting problems?
To State University? Yes___ No___ To United States Office of Education? Yes___ No___ To accredited institutions near questionable college? Yes___ No___ A combination of two or more? Yes___ No___
7. Would your institution be willing to grant returning army trainees one year of advanced standing as was done after the first world war? Yes___ No___
8. Do you have written rules and regulations governing admissions to advanced standing? Yes___ No___
9. How much extension credit will your institution accept toward admission to advanced standing? Yes___ No___
10. Have you made any curriculum changes toward meeting the problem of providing for individual differences? Yes___ No___ Superior students? Yes___ No___
11. What is the maximum number of credit hours per semester which your institution will accept by transfer? Number___
12. Do you accept transfer credits in survey or orientation courses? Yes___ No___

13. In forwarding a transcript of credits to another institution, do you report:

- (a) Number of credits gained by transfer? Yes ___ No ___
- (b) Number of credits earned by extension? Yes ___ No ___
- (c) Number of credits earned by examination? Yes ___ No ___
- (d) Number of credits granted after probation period? Yes ___
No ___

14. Who has the authority to rule on accepting or rejecting transfer credit:

- (a) One individual; registrar ____, admission officer ____, etc. Yes ___
- (b) Department ____ or divisional head ____ where credit applies? Yes ___
- (c) Faculty committee? Yes ___

15. Could you release copies of the following:

- (a) Catalogues
- (b) Rules and regulations on transfer
- (c) Tests used
- (d) Forms and blanks of registrar
- (e) Mimeographed material
- (f) Statistics on entering students
- (g) Statistics on transfer students
- (h) Committee reports

RULES AND REGULATIONS GOVERNING SPECIAL EXAMINATIONS
TO ADVANCED STANDING AT THE UNIVERSITY OF AKRON

SPECIAL EXAMINATIONS

Procedure to be followed by students who wish to gain credit by Special Examination:

1. For work not taken in a regularly organized class, credit by Special Examination may be earned only by regularly enrolled students, who must have completed at least 12 semester hours of academic work of satisfactory quality at the University of Akron.
2. Permission to take the examination is granted by the Dean of the college in which the student is enrolled after conference with the head of the department in which the course is offered and the Dean of the college under whom the department operates; if in one of the Introductory Courses in the General College, by the Chairman of the Committee of Deans on the recommendation of the director of the course and the Dean who is responsible for the student's classification.
3. Before the examination is given, the applicant must obtain a permission slip from the proper Dean and pay the \$5.00 fee required by the university, after which he will present the receipt and slip to the instructor who is to give the examination.
4. After the examination paper is graded, the instructor will hand a copy of the questions and the graded examination paper, accompanied by the receipted slip, to the University Examiner for acceptance or rejection by the Committee on Admission and advanced standing.

It is understood and taken for granted:

- a. That, except in vocational education, examinations will be given only in such subjects as are taught in the University of Akron.
- b. That all required reference reading, preparation, bibliographies, etc., ordinarily a part of the course, will be required.
- c. That the examination will be more comprehensive than the ordinary semester examination.
- d. That the applicant must satisfy the Dean and the head of the department concerned that he has had experience and training equivalent to the work covered in the course.

- e. That ordinarily the maximum credit for one special examination will be 6 credits, and except in vocational education not over 12 credits so obtained will be counted toward a degree.
- f. That no faculty member who has received pay for tutoring is eligible to prepare the examination for the student whom he has tutored.
- g. That it is considered improper for a member of a department to prepare the examination for a student who has been tutored for compensation by any member of that department. In such cases, arrangements should be made to have the examination made out and graded by an outside examiner.
- h. That such examinations shall not be taken during the last semester of the senior year.

University of Cincinnati

COLLEGE OF LIBERAL ARTS

ADVANCED STANDING RULINGS AND PROCEDURES

IMPORTANT: Students must present written application, transcript of record (which must include statement of status and preparatory record) and catalog of institution.

Not less than one month before registration, the admission file must be complete in order to secure consideration. Students who apply later may experience inconvenience and failure to be placed properly in classes. The Admissions Office will not be responsible for the adjustment of standing in the case of those students who neglect to send their transcripts early.

ACCREDITING OF INSTITUTIONS: Colleges from which students transfer must be accredited by the Association of American Universities, Regional accrediting associations, or the Association of American Collegiate Registrars for full credit, before credit is granted by transfer. Otherwise, final adjustment of credit will not be made until the student has completed a year's work, with a satisfactory record, in residence. If his record is below a C average, credit may be withheld in those departments in which poor grades are received.

PREPARATORY DEFICIENCY: University credit may be deducted for preparatory deficiency, if the student does not have matriculate standing from the University from which he is transferring, or if the institution is not accredited, or if his record is below a C average.

CREDIT: Credit will be given for those subjects for which there are equivalents in the Liberal Arts announcements.

QUALITY POINT RULE: the student must obtain twice as many quality points while in residence as the number of courses for which he registers. Quality points for advanced standing credit are given according to the grades earned; if these are not sufficient to afford a C average, the deficiency must be made good through quality points obtained in courses in residence.

PENALTY FOR BREACH OF DISCIPLINE: will bar any student from admission until the sentence has been satisfied or revoked.

PROBATION: requires that the student secure special permission of the Dean of the College to enter. He shall be continued on Probation according the rules governing probations.

DROPPED FOR POOR SCHOLARSHIP: bars any student from admission until he is eligible for readmission to the college from which he was dropped.

COURSE CREDIT is equivalent to 6 semester hours, or 9 quarter-hours in other institutions. Four hour courses or 5 quarter-hour courses will count only as half courses.

CLASS STANDING: A minimum of 4 courses grants sophomore, 8 courses grant junior, and 14 courses grant senior standing.

UNIVERSITY OF AKRON
INFORMATION FOR TRANSFER STUDENTS
First Semester, 1941-42

REGISTRATION PROCEDURE:

1. The registration day is September 15, room 32, Buchtel Hall.
2. The transcript of record and an honorable dismissal must be on file in the office of the Registrar of the University before the student can register. This credential must be sent to the Registrar by mail from the institution last attended. A great many institutions will not release a transcript except at the personal request of the student; therefore, it is the student's responsibility to request that the transcript be sent.
3. If the transcript has not arrived by the day of registration, September 15, the student should wire to the Registrar of the institution previously attended, and ask to have a statement of good standing wired to the Registrar of the University of Akron immediately. The student cannot register until the statement of good standing has been received, and unless the transcript and honorable dismissal have been received by September 23, the student will be barred from classes until this credential arrives.

REQUIREMENTS FOR ADMISSION WITH ADVANCED STANDING:

In general, in order to transfer with advanced standing to the University of Akron, the student must meet the following requirements:

1. He must have taken his work at an accredited institution.
2. He must be in good standing and eligible to return to the institution previously attended.
3. Students who were on probation at the previous institution must meet the scholastic requirements of the University in order to be eligible for admission, and, upon entrance, are placed on probation and are subject to probationary rules of the University.

EVALUATION OF TRANSFERRED WORK:

In general, the student will receive full credit for previous work if he has a general average grade of at least C, and if he enters the same curriculum at the University as that taken at the previous institution.

An evaluation of transferred work toward the degree is usually made during the first semester in which the student is enrolled in the University, provided the student's previous work was of satisfactory quality. A copy of this evaluation is mailed to the student.

The records of probationary students are not evaluated until the student has completed a semester or a year of satisfactory work at the University. The amount of advanced standing received by probationary students depends upon the quality of the previous work and upon the quality of the work at the University.

UNIVERSITY OF TOLEDO

Policy and Procedure in the Admission of Poor Students from Other
Colleges and Universities

A student who has been suspended or expelled from another institution for disciplinary reasons shall not be admitted without the specific approval of the President, the Dean of Administration, and the Dean of Women (in the case of women students).

A student who has a "C" average or better in his studies at another institution shall be admitted without question.

A student whose average is less than "C", but not low enough for him to be on probation in a degree college, will normally be admitted on condition (no credit until after a minimum of 24 hours of "C" average work at the University of Toledo) if the institution from which he comes offers no objection to such admission.

A student whose average is so low that he would be on probation in one of our degree colleges, may be admitted on condition only with the approval of the Dean of Administration; but such a student is to be admitted only to the Junior College if he has completed fewer than 70 hours of work. The load of such a student, normally, should be not more than 12 academic hours, even in the Junior College. Before rendering his decision on admission, the Dean of Administration will consult the Dean of the College into which the student will ultimately wish to transfer; in the case of a woman student he will also consult the Dean of Women. Such a student is to be admitted, normally, only if there is no objection from the institution from which he came.

As a general principle, no one with a negative point average should be admitted. Exceptions should be made by the Dean of Administration only in rare instances and after consultation with the deans mentioned in the last paragraph above. Where such an exception is made, the student should be admitted only to the Junior College if he has earned fewer than 70 hours. Moreover, in nearly every instance of such exception, the student should be permitted to carry only one or two courses until he has proved his ability to profit by the work.

A weak student admitted in accordance with these principles is subject to suspension by the administration at any time his academic work or conduct becomes unsatisfactory to the University of Toledo.

Every applicant for admission on transfer from another college or university shall be required to present an official transcript of his record from every institution previously attended, before he is permitted to register and pay fees.

Hazel D. Geiner, Registrar
(Secretary to the Advanced
Standing Committee)

HDG:MVC

STANDARDIZED TESTS USED BY OHIO COLLEGES AND UNIVERSITIES

1. Almack Tests in American Civics and Government
2. Analytical Survey Tests in English Fundamentals
3. American Council on Education French Reading Test
4. American Council on Education German Reading Test
5. American Council on Education Psychological Examination for College Freshmen
6. Army Alpha
7. Barrett-Ryan English Tests
8. Barrett-Ryan Literature Tests
9. Bell Adjustment Inventory
10. Bernreuter Personality Inventories
11. Brainard-Stewart (Men)
12. Brainard-Stewart (Women)
13. Carnegie Mental Ability Tests
14. California Test of Mental Maturity
15. Chapman-Cook Reading Test
16. Cleeton Intelligence Inventory (Men)
17. Cleeton Intelligence Inventory (Women)
18. Columbia Research Bureau Tests in English
19. Columbia Research Bureau Tests in French
20. Columbia Research Bureau Tests in German
21. Cross English Tests

22. Cooperative American History Test
23. Cooperative Ancient History Test
24. Cooperative Chemistry Test for College Students
25. Cooperative Chemistry Test in Qualitative Analysis
26. Cooperative College Algebra Test
27. Cooperative English Test---Tests A.B.C.
28. Cooperative English Test
29. Cooperative English Test, Series 1
30. Cooperative English Test, Series 2
31. Cooperative English Usage
32. Cooperative Economic Test
33. Cooperative General Achievement Tests
34. Cooperative General Mathematics Test for College Students
35. Cooperative General Science Test for College Students
36. Cooperative German Test
37. Cooperative Literature Comprehensive
38. Cooperative Medieval History Test
39. Cooperative Modern European History Test
40. Cooperative Physics Tests for College Students
41. Cooperative School Mathematics Test
42. Cooperative Spanish Test
43. Cooperative Vocabulary Test
44. Cooperative World History Test

45. Detroit Advanced Intelligence Tests for High Schools and Colleges
46. Harvard French Vocabulary Tests
47. Henmon-Nelson Tests of Mental Ability
48. Inglis Tests in English Vocabulary
49. Iowa Silent Reading Tests
50. Ishihara Color Blindness
51. Kennon Tests of Literary Vocabulary
52. Kuhman-Anderson Intelligence Tests
53. Lewerenz Art Aptitude
54. Magruder-Chambers-Clinton American Civics and Government Tests
55. Markham English Vocabulary Tests
56. Meier Art Judgement
57. Michigan Vocabulary Profile Test
58. Miller Mental Ability Tests
59. Minnesota Clerical Aptitude
60. Minnesota Social Behavior
61. Minnesota Social Preference
62. Minnesota Spatial Relations
63. Nelson-Denny Reading Tests for High Schools and Colleges
64. O'Conner Finger Dexterity
65. O'Conner Tweezer Dexterity
66. Ohio State University Psychological Test
67. Otis Group Intelligence Tests
68. Otis Self-Administering Tests of Mental Ability

69. Purdue Placement Test in English-Rinsland Natural Tests of English Usage
70. Rev. Minn. Paper Form Board
71. Rich Chemistry Tests
72. Seashore Musical Aptitude
73. Shepherd English Tests
74. Sneilen Visual Acuity
75. Stanford American Literature Tests
76. Stanford Binet
77. Stanford English Literature Tests
78. Strong Vocational Intelligence (Men)
79. The Sones-Harry High School Achievement Tests
80. Tyler-Kimber Study Habits
81. Wrenn Study Habits
82. Zyve Scientific Aptitude