

*The  
Woman's  
College*

*of  
the  
University  
of  
North  
Carolina*

ALUMNAE NEWS

April 1961



They're  
all  
different...  
the  
people  
whom  
higher  
education  
is  
all  
about

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# The Woman's College

of the University of North Carolina

## ALUMNAE NEWS

April 1961  
Volume XLIX  
Number 3

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THE COLLEGE STUDENT...

each  
is  
different  
from  
the  
other



etc.

JULY looks promising from our editing point of view. It looks as if we'll get *two* issues of THE NEWS off to you during the month: this April issue and the "for-real" July one. If the mailing of the July issue in July really does come to pass, the feat will be a remarkable one. It will be the first time in more than a year that we have been able to mail a magazine within the month assigned to it.

- You who first-off flip to the back of each NEWS to check your class News Notes are disappointed with this issue. We are sorry, but we believe that the article on "The College Student" will make up for your disappointment. Its inclusion necessitates our saving the back-log of personal notes until the July issue.

- Alice Irby's article about college admissions in this issue ties in nicely, to our way of thinking, with the nationally distributed article on "The College Student." The acknowledgments which Randy Fort, editor of THE EMORY ALUMNUS, made for his readers are valid for ours: "Today, as never before, it is an honor just to *be* a student. The act of being accepted by a good university or college is a real accomplishment. Students in such institutions are truly 'chosen' young men and women." The "choosing" is the first step; the evolution of "The College Student" is a four-year step. Wherever this four-year step is taken, college students, though different one from the other, face the same problems and excitements. Their recognition of and reaction to what they face are the subjects of this issue's sixteen page article.

- We in the Alumnae House are looking forward to the arrival of our new neighbors next door in the Chancellor's House. Dr. Singletary officially begins his work on July 1. In the fall when the family has had time to settle into their new surroundings, we plan to tell you more about them than we've been able to do in this issue's article about the husband and father who is our new chancellor.

- Anyone who has ever been around the Woman's College in the summertime knows well that the hot-weather season is a time for *digging holes in the ground*. This one is running true to form. There is already a tremendous yawn in the red earth across Spring Garden Street from the Alumnae House from which will rise during the summer a new gymnasium for Curry School. Going along with this long awaited construction is the long awaited renovation of the Curry building. Bulldozers, hammers, buzz-saws aren't exactly conducive to editing and thinking, but they surely are important to the on-going of things at the Woman's College.

B. P.

## *The Traditional*

*It's strange*

*that inanimate objects seem to symbolize  
the traditional "College Student."*

*But it's true.*

*An application blank*

*a catalogue*

*a handbook (or rules of sorts)*

*bluebooks—in some eras, perhaps, unbound  
the diploma...*

*these are the things with which*

*the College Student reckons.*

*Students, by their own admission, are different*

*each from the other in any generation,*

*and generations differ one from the other.*

*Things, then, more than students, give continuity*

*to the collegiate scheme of things.*

*Inanimate only when they are not in use,*

*these things are looked upon and dealt with*

*differently by each student user.*

*Yet they remain*

*year after year after year—*

*with revisions, of course,*

*academic property, common and traditional.*



# *The New Chancellor:* Otis A. Singletary

A MAN between 40 and 55, a scholar, and an administrator, a man dedicated to education, and specifically to the education of women: these were the criteria which guided the committee which was appointed last August by University President William Friday to assist and consult with him in the selection of a new chancellor for the Woman's College.

Dr. Otis A. Singletary, who was elected chancellor by the Board of Trustees of the University of North Carolina on April 17, presently fulfills four-fifths of these criteria. On October 31 he will fulfill the one-fifth remaining: on that day he will observe his fortieth birthday.

A native of Gulfport, Mississippi, he was graduated from Millsaps College in Jackson, Mississippi, in 1947 with a bachelor of arts degree. He earned both master of arts and doctor of philosophy degrees at Louisiana State University in 1949 and 1954, respectively.

He has resigned his positions as professor of history and assistant to the President of the University of Texas, and he will officially begin his work at the Woman's College on July 1. Prior to 1954 when he went to Texas, he taught with the Louisiana State University Extension Division (1949-1951), and he was an instructor at the Naval Supply Corps School NROTC Unit at Princeton University from 1951-1954.

Because of his promise as an administrator, Dr. Singletary was chosen by the Carnegie Corporation of New York as a recipient of a Carnegie Academic Administrator Grant. One of a group of young men so honored, he traveled throughout the United States during the last academic semester, studying and familiarizing himself with varying college administrations.

*Continued on page 25*



# Quality, Quantity, and the R-U-S-H

Mrs. Irby answers admissions questions

# for College Admissions

by Alice Joyner Irby



“PLEASE send me a catalogue and application blanks . . .” writes the prospective college student. The Woman’s College Admissions Office will receive approximately seven thousand such requests this year. By September, these initial inquiries will have materialized into a freshman class of approximately 1000, a commercial class of approximately 150, and a first-year nursing class of approximately 30. What happens in-between?

## Quality. Quantity, R-U-S-H *continued*

CONFERENCES, interviews, week-end visits to the campus, letters of explanation, acceptance and rejection, indications of dormitory and roommate preferences, scholarship information—all of this is part of the interchange between the College and the prospective student on the two-way street of Choice: choice of college and choice of student.

To help the student in making her choice, the Admissions Office sends representatives (often-times alumnae) to college and career days, mails descriptive literature about academic programs to high school students, entertains visitors to the campus, and attempts to counsel students about plans for their future education. Once the student has chosen the Woman's College as one of the colleges which she would like to attend, she begins the process of completing her application. To do so, she must submit scores on the Scholastic Aptitude Test of the College Entrance Examination Board (known as SAT); she must have her high school send her academic record and a recommendation; and she must fill out and return an application form along with a \$10 application fee. Sometimes, additional information is requested from parents, counselors, and friends; and, in some cases, an interview is required. When all of this information is assembled, the applicant's record is ready for consideration.

Once the student makes her choice, the College begins the process by which it selects the student. The dominant factor in the consideration of her application is related to her ability to survive the demands of the academic environment at the Woman's College. What are her chances for academic success? To determine this, an estimate of her performance is made by computing a "predicted grade" which combines her Scholastic Aptitude Test scores and her high school record. In the formula, the indices are so weighted as to give the Scholastic Aptitude Test verbal score greatest importance with the high school rank in class second and the Scholastic Aptitude Test math score third. This composite score is that which past research on students with various patterns of scores and other credentials has shown is the best single estimate of a student's chances for success at the Woman's College; and this index has proven to be superior to one based on any of these criteria

separately. Once this estimate has been determined, the application is further evaluated in terms of weaknesses or strengths in specific high school subjects. Does the applicant have D's in any academic subjects; if so, how many? If a student has received poor grades in some subjects, has she shown improvement? Has her academic work been erratic during her high school years? What does the test record (if available) from her high school reveal; is her achievement in high school in line with her indicated ability level?

Important, also, are recommendations and ratings of teachers, counselors, and principals. These are valuable in evaluating a student's over-all achievement, both academic and non-academic; in pointing to personality characteristics which may be important in success or failure in a specific academic environment; and in revealing needs for particular kinds of counseling and guidance. Applicants are also screened on the basis of physical and health factors, and efforts are made to identify students whose schedules need special attention in the classroom and the residence hall.

### *Selection*

If a college admissions office is to function properly in relation to a student's education, it is important to remember that her education neither begins nor ends with the completion of the normal four-year period but that time spent in college is a continuation of her past and a preparation for her future education. An admissions office operates as a link in a much larger chain of high school, pre-college, and post-college counseling and selection. Decisions concerning the selection of colleges by students and students by colleges are made at these various levels throughout the student's life. Like other colleges, the Woman's College is selective in the sense that it attracts, on the basis of its reputation, its curriculum, and its extra-curricular life, certain kinds of students. It is selective in admitting new students who show some prospect of academic success and in rejecting those who evidence high risk of failure. Thirdly, the College is selective on the basis of *actual* performance in college, in the sense that not all students who enter the Woman's College meet the academic requirements for a degree.

*Continued on page 22*



SUSAN GREENBURG

*Times have changed.  
Have America's college students?*

# THE COLLEGE STUDENT,

*they say, is a young person who will . . .*

... use a car to get to a library two blocks away, knowing full well that the parking lot is three blocks on the other side.

... move heaven, earth, and the dean's office to enroll in a class already filled; then drop the course.

... complain bitterly about the quality of food served in the college dining halls—while putting down a third portion.

... declaim for four solid years that the girls at his institution or at the nearby college for women are unquestionably the least attractive females on the face of the earth; then marry one of them.

**B**UT there is a serious side. Today's students, many professors say, are more accomplished than the average of their predecessors. Perhaps this is because there is greater competition for college entrance, nowadays, and fewer doubtful candidates get in. Whatever the reason, the trend is important.

For civilization depends upon the transmission of knowledge to wave upon wave of young people—and on the way in which they receive it, master it, employ it, add to it. If the transmission process fails, we go back to the beginning and start over again. We are never more than a generation away from total ignorance.

Because for a time it provides the world's leaders, each generation has the power to change the course of history. The current wave is thus exactly as important as the one before it and the one that will come after it. Each is crucial in its own time.

**W**HAT will the present student generation do? What are its hopes, its dreams, its principles? Will it build on our past, or reject it? Is it, as is so often claimed, a generation of timid organization people, born to be commanded? A patient band of revolutionaries, waiting for a breach? Or something in between?

No one—not even the students themselves—can be sure, of course. One can only search for clues, as we do in the fourteen pages that follow. Here we look at, and listen to, college students of 1961—the people whom higher education is all about.



*Scott Thompson*



*Barbara Nolan*



*Robert Schloredt*



*Arthur Wortman*

*What are  
today's students  
like?*

*To help  
find out, we  
invite you to join*

*A seminar*





Robert Thompson



Roy Muir



Ruth Vars



Galen Unger



Parker Palmer



Patricia Burgamy



Kenneth Weaver



David Gilmour



Martha Freeman



Dean Windgassen

THE fourteen young men and women pictured above come from fourteen colleges and universities, big and little, located in all parts of the United States. Some of their alma maters are private, some are state or city-supported, some are related to a church. The students' studies range widely—from science and social studies to agriculture and engineering. Outside the classroom, their interests are similarly varied. Some are athletes (one is All-American quarterback), some are active in student government, others stick to their books.

To help prepare this report, we invited all fourteen, as articulate representatives of virtually every type of campus in America, to meet for a weekend of searching discussion. The topic: themselves. The objective: to ob-

tain some clues as to how the college student of the Sixties ticks.

The resulting talk—recorded by a stenographer and presented in essence on the following pages—is a revealing portrait of young people. Most revealing—and in a way most heartening—is the lack of unanimity which the students displayed on virtually every topic they discussed.

As the seminar neared its close, someone asked the group what conclusions they would reach about themselves. There was silence. Then one student spoke:

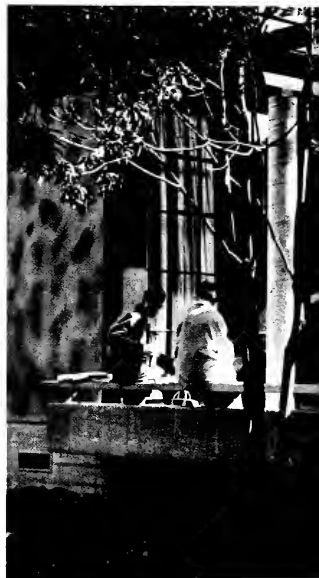
"We're all different," he said.

He was right. That was the only proper conclusion.

Labelers, and perhaps libelers, of this generation might take note.

*of students from coast to coast*

*“Being a*



ERICH HARTMANN, MAGNUM

SUSAN GREENBURG

*student is a wonderful thing.”*



STUDENT YEARS are exciting years. They are exciting for the participants, many of whom are on their own for the first time in their lives—and exciting for the onlooking adult.

But for both generations, these are frequently painful years, as well. The students' competence, which is considerable, gets them in dutch with their elders as often as do their youthful blunders. That young people ignore the adults' soundest, most heartfelt warnings is bad enough; that they so often get away with it sometimes seems unforgivable.

Being both intelligent and well schooled, as well as unfettered by the inhibitions instilled by experience, they readily identify the errors of their elders—and they are not inclined to be lenient, of course. (The one unforgivable sin is the one you yourself have never committed.) But, lacking experience, they are apt to commit many of the same mistakes. The wise adult understands this: that only in this way will they gain experience and learn tolerance—neither of which can be conferred.

*“They say the student is an animal in transition. You have to wait until you get your degree, they say; then you turn the big corner and there you are. But being a student is a vocation, just like being a lawyer or an editor or a business man. This is what we are and where we are.”*

*“The college campus is an open market of ideas. I can walk around the campus, say what I please, and be a truly free person. This is our world for now. Let's face it—we'll never live in a more stimulating environment. Being a student is a wonderful and magnificent and free thing.”*

*“You go to college to learn, of course.”*



SUSAN GREENBERG

A STUDENT'S LIFE, contrary to the memories that alumni and alumnae may have of “carefree” days, is often described by its partakers as “the mill.” “You just get in the old mill,” said one student panelist, “and your head spins, and you’re trying to get ready for this test and that test, and you are going along so fast that you don’t have time to find yourself.”

The mill, for the student, grinds night and day—in classrooms, in libraries, in dining halls, in dormitories, and in scores of enterprises, organized and unorganized, classed vaguely as “extracurricular activities.” Which of the activities—or what combination of activities—contributes most to a student’s education? Each student must concoct the recipe for himself. “You have to get used to living in the mill and finding yourself,” said another panelist. “You’ll *always* be in the mill—all through your life.”



# *But learning comes in many ways."*

SUSAN GREENBURG

*"I'd like to bring up something I think is a fault in our colleges: the great emphasis on grades."*

*"I think grades interfere with the real learning process. I've talked with people who made an A on an exam—but next day they couldn't remember half the material. They just memorized to get a good grade."*

*"You go to college to learn, of course. But learning comes in many ways—not just from classrooms and books, but from personal relations with people: holding office in student government, and that sort of thing."*

*"It's a favorite academic cliché, that not all learning comes from books. I think it's dangerous. I believe the greatest part of learning does come from books—just plain books."*

ERICH HARTMANN, MAGNUM



# “It’s important to know you can do a good job at something.”

IT’S HARD to conceive of this unless you’ve been through it . . . but the one thing that’s done the most for me in college is baseball. I’d always been the guy with potential who never came through. The coach worked on me; I got my control and really started going places. The confidence I gained carried over into my studies. I say extracurricular activities are worthwhile. It’s important to know you can do a good job at something, *whatever* it is.”

▶ “No! Maybe I’m too idealistic. But I think college is a place for the pursuit of knowledge. If we’re here for knowledge, that’s what we should concentrate on.”

▶ “In your studies you can goof off for a while and still catch up. But in athletics, the results come right on the spot. There’s no catching up, after the play is over. This carries over into your school work. I think almost everyone on our football team improved his grades last fall.”

▶ “This is true for girls, too. The more you have to do, the more you seem to get done. You organize your time better.”

▶ “I can’t see learning for any other purpose than to better yourself and the world. Learning for itself is of no value, except as a hobby—and I don’t think we’re in school to join book clubs.”

▶ “For some people, learning *is* an end in itself. It can be more than a hobby. I don’t think we can afford to be too snobbish about what should and what shouldn’t be an end in itself, and what can or what can’t be a creative channel for different people.”

*“The more you do, the more you seem to get done. You organize your time better.”*



SUSAN GREENBURG

*“In athletics, the results come right on the spot. There’s no catching up, after the play.”*



*“It seems to me you’re saying that*

COLLEGE is where many students meet the first great test of their personal integrity. There, where one’s progress is measured at least partly by examinations and grades, the stress put upon one’s sense of honor is heavy. For some, honor gains strength in the process. For others, the temptation to cheat is irresistible, and honor breaks under the strain.

Some institutions proctor all tests and examinations. An instructor, eagle-eyed, sits in the room. Others have honor systems, placing upon the students themselves the responsibility to maintain integrity in the student community and to report all violators.

How well either system works varies greatly. “When you come right down to it,” said one member of our student panel, “honor must be inculcated in the years before college—in the home.”



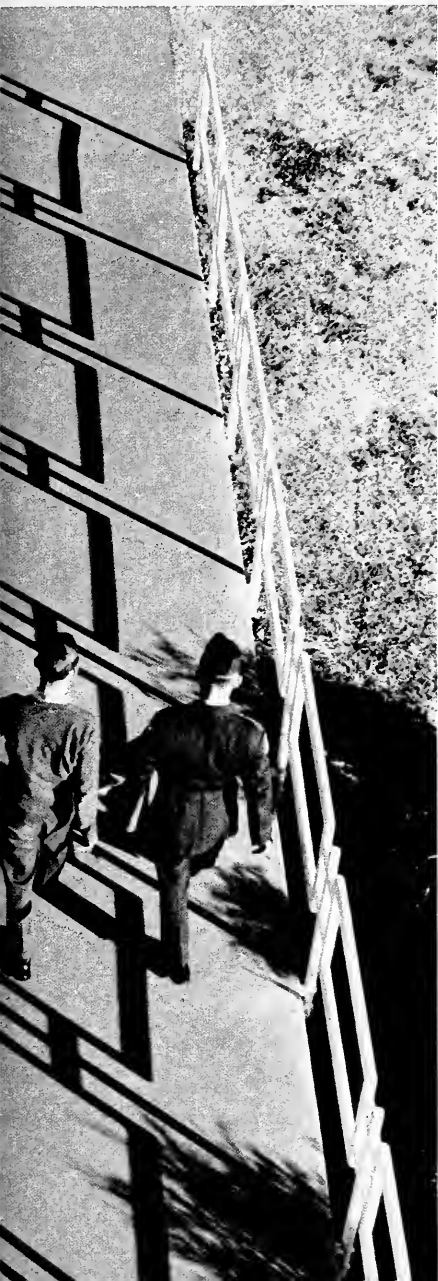
ST. LOUIS POST-DISPATCH

*“Maybe you need a B in a test,  
or you don’t get into  
medical school. And the guy ahead  
of you raises the average by  
cheating. That makes a real problem.”*





# *honor works only when it's easy."*



ERICH HARTMANN, MAGNUM

*"I'm from a school with an honor system that works. But is the reason it works maybe because of the tremendous penalty that's connected with cheating, stealing, or lying? It's expulsion—and what goes along with that is that you can't get into another good school or even get a good job. It's about as bad a punishment as this country can give out, in my opinion. Does the honor system instill honor—or just fear?"*

*"At our school the honor system works even though the penalties aren't that stiff. It's part of the tradition. Most of the girls feel they're given the responsibility to be honorable, and they accept it."*

*"On our campus you can leave your books anywhere and they'll be there when you come back. You can even leave a tall, cold milkshake—I've done it—and when you come back two hours later, it will still be there. It won't be cold, but it will be there. You learn a respect for honor, a respect that will carry over into other fields for the rest of your life."*

*"I'd say the minority who are top students don't cheat, because they're after knowledge. And the great majority in the middle don't cheat, because they're afraid to. But the poor students, who cheat to get by . . . The funny thing is, they're not afraid at all. I guess they figure they've nothing to lose."*

*"Nobody is just honest or dishonest. I'm sure everyone here has been guilty of some sort of dishonest act in his lifetime. But everyone here would also say he's primarily honest. I know if I were really in the clutch I'd cheat. I admit it—and I don't necessarily consider myself dishonest because I would."*

*"It seems to me you're saying that honor works only when it's easy."*

*"Absolute honor is 150,000 miles out, at least. And we're down here, walking this earth with all our faults. You can look up at those clouds of honor up there and say, 'They're pretty, but I can't reach them.' Or you can shoot for the clouds. I think that's the approach I want to take. I don't think I can attain absolute honor, but I can try—and I'd like to leave this world with that on my batting record."*

# “It’s not how we feel about issues—

“**W**E ARE being criticized by other people all the time, and they’re stamping down on us. ‘You’re not doing anything,’ they say. I’ve noticed an attitude among students: Okay, just keep criticizing. But we’re going to come back and react. In some ways we’re going to be a little rebellious. We’re going to *show* you what we can really do.”

Today’s college students are perhaps the most thoroughly analyzed generation in our history. And they are acutely aware of what is being written about them. The word that rasps their nerves most sorely is “apathy.” This is a generation, say many critics, that plays it cool. It may be casually interested in many things, but it is excited by none.

Is the criticism deserved? Some college students and their professors think it is. Others blame the times—times without deprivation, times whose burning issues are too colossal, too impersonal, too remote—and say that the apparent student lassitude is simply society’s lassitude in microcosm.

The quotation that heads this column is from one of the members of our student panel. At the right is what some of the others think.

*“Our student legislature fought most of the year about taking stands. The majority rationalized, saying it wasn’t our place; what good would it do? They were afraid people would check the college in future years and if they took an unpopular stand they wouldn’t get security clearance or wouldn’t get a job. I thought this was awful. But I see indications of an awakening of interest. It isn’t how we feel about issues, but whether we feel at all.”*

*“I’m sure it’s practically the same everywhere. We have 5,500 full-time students, but only fifteen or twenty of us went on the sit-downs.”*

*“I think there is a great deal of student opinion about public issues. It isn’t always rational, and maybe we don’t talk about it, but I think most of us have definite feelings about most things.”*

*“I’ve felt the apathy at my school. The university is a sort of isolated little world. Students don’t feel the big issues really concern them. The civil rights issue is close to home, but you’d have to chase a student down to get him to give his honest opinion.”*

*“We’re quick to criticize, slow to act.”*

*“Do you think that just because students in America don’t cause revolutions and riots and take active stands, this means . . .?”*

*“I’m not calling for revolution. I’m calling for interest, and I don’t care what side the student takes, as long as he takes a side.”*

*“But even when we went down to Woolworth’s carrying a picket sign, what were some of the motives behind it? Was it just to get a day away from classes?”*

*but whether we feel at all.”*



*“I attended a discussion where Negro students presented their views. I have never seen a group of more dynamic or dedicated or informed students.”*

*“But they had a personal reason.”*

*“That’s just it. The only thing I can think of, where students took a stand on our campus, was when it was decided that it wasn’t proper to have a brewery sponsor the basketball team on television. This caused a lot of student discussion, but it’s the only instance I can remember.”*

*“Why is there this unwillingness to take stands?”*

*“I think one big reason is that it’s easier not to. It’s much easier for a person just to go along.”*

*“I’ve sensed the feeling that unless it really burns within you, unless there is something where you can see just what you have done, you might as well just let the world roll on as it is rolling along. After all, people are going to act in the same old way, no matter what we try to do. Society is going to eventually come out in the same way, no matter what I, as an individual, try to do.”*

*“A lot of us hang back, saying, ‘Well, why have an idea now? It’ll probably be different when I’m 45.’”*

*“And you ask yourself, Can I take time away from my studies? You ask yourself, Which is more important? Which is more urgent to me?”*

*“Another reason is fear of repercussions—fear of offending people. I went on some sit-downs and I didn’t sit uneasy just because the manager of the store gave me a dirty scowl—but because my friends, my grandparents, were looking at me with an uneasy scowl.”*



*“We need a purpose other than  
security and an \$18,000 job.”*



HERB WEITMAN

*"Perhaps 'waiting' is the attitude of our age—in every generation."*

*"Then there comes the obvious question, With all this waiting, what are we waiting for? Are we waiting for some disaster that will make us do something? Or are we waiting for some 'national purpose' to come along, so we can jump on its bandwagon? So we are at a train station; what's coming?"*

I GUESS one of the things that bother us is that there is no great issue we feel we can personally come to grips with."

The panel was discussing student purposes. "We need a purpose," one member said. "I mean a purpose other than a search for security, or getting that \$18,000-a-year job and being content for the rest of your life."

"Isn't that the typical college student's idea of his purpose?"

"Yes, but that's not a purpose. The generation of

the Thirties—let's say they had a purpose. Perhaps we'll get one, someday."

"They had to have a purpose. They were starving, almost."

"They were dying of starvation and we are dying of overweight. And yet we still should have a purpose—a real purpose, with some point to it other than selfish mediocrity. We do have a burning issue—just plain survival. You'd think that would be enough to make us react. We're not helpless. Let's do something."

# Have students changed?

—Some professors' opinions

“OH, YES, indeed,” a professor said recently, “I’d say students have changed greatly in the last ten years and—academically, at least—for the better. In fact, there’s been such a change lately that we may have to revise our sophomore language course. What was new to students at that level three years ago is now old hat to most of them.”

“But I have to say something negative, too,” the professor went on. “I find students more neurotic, more insecure, than ever before. Most of them seem to have no goal. They’re intellectually stimulated, but they don’t know where they’re going. I blame the world situation—the insecurity of everything today.”

“I can’t agree with people who see big changes in students,” said another professor, at another school. “It seems to me they run about the same, year after year. We have the bright, hard-working ones, as we have always had, and we have the ones who are just coasting along, who don’t know why they’re in school—just as we’ve always had.”

“They’re certainly an odd mixture at that age—a combination of conservative and romantic,” a third professor said. “They want the world to run in their way, without having any idea how the world actually

runs. They don’t understand the complexity of things; everything looks black or white to them. They say, ‘This is what *ought* to be done. Let’s *do* it!’”

“If their parents could listen in on their children’s bull sessions, I think they’d make an interesting discovery,” said another faculty member. “The kids are talking and worrying about the same things their fathers and mothers used to talk and worry about when *they* were in college. The times have certainly changed, but the basic agony—the bittersweet agony of discovering its own truths, which every generation has to go through—is the same as it’s always been.”

“Don’t worry about it. Don’t try to spare the kids these pains, or tell them they’ll see things differently when they’re older. Let them work it out. This is the way we become educated—and maybe even civilized.”

“I’d add only one thing,” said a professor emeritus who estimates he has known 12,000 students over the years. “It never occurred to me to worry about students as a group or a class or a generation. I *have* worried about them as individuals. They’re all different. By the way: when you learn that, you’ve made a pretty profound discovery.”

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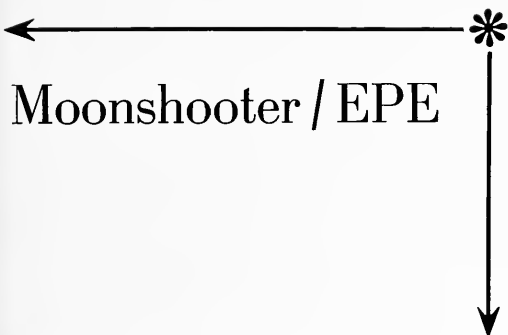
## “The College Student”

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## Moonshooter / EPE

FOR three consecutive years THE ALUMNAE NEWS has included in its April issue supplements prepared by a national board of editors, incorporated as Editorial Projects for Education.

In 1959: the subject was "The College Teacher."

In 1960: the subject was "The Alumnus/a."

And now in 1961: The subject is  
"The College Student."

Some two-hundred alumni publications and THE ALUMNAE NEWS, having a combined circulation of 1,660,000 copies, are publishing this year's supplement.

The unofficial name of the publishing group from the outset in 1958 has been "the Moonshooters." The description "stuck" after one alumni editor remarked that attempting to prepare a supplement on a broad educational topic was like "shooting at the moon."

# Quality. Quantity, R-U-S-H

*continued*

As part of the Consolidated University of North Carolina, the Woman's College follows a policy of selective admissions because it feels that the interests of both the prospective student and the institution can be most adequately served by doing so. To say that different kinds of colleges fulfill the needs of different kinds of students is to voice a commonly quoted but seldom understood cliché. The wide diversity within the American system of higher education—residence and non-residence colleges, liberal arts and professional schools, large and small institutions—affords broad opportunities for rewarding educational experiences to students of varying ability levels and academic interests. No single institution can be all things to all people; it should not attempt to be. Thus, the justification for "making choices" lies in several factors: removal of fear and high probability of failure; wasted time and resources of students and faculty; cost to taxpayers and parents; but most of all in helping the student toward a realistic self-concept and a fruitful future by providing a careful screening based on reliable knowledge of the individual on the one hand and knowledge of the particular level of demands at the Woman's College on the other.

## *The Qualified Applicant*

If the policy is to accept all "qualified" applicants, who is an academically qualified applicant at the Woman's College? Two years ago, a qualified student at the Woman's College was one who had 10 chances out of 100 of making a C average her first year. That is to say, students who had less than one chance out of ten were denied admission. Last year, it was one who had 13 chances out of 100 of making a C average in the freshman year; and this year, it was one who had 23 chances out of 100. The Woman's College continues to admit a substantial number of students who will have great difficulty in meeting the academic standards of the College. The College attempts to help them in every possible way after admission to learn to use their abilities in order to achieve at satisfactory levels. On the other hand, students with high probability of failure are counseled before admission to consider other types of colleges or other means of continuing their education. This position is in no way a reflection upon other institutions; rather, it rests on the belief that one college, more than another, may be conducive to a particular student's development and may present a curriculum which meets her specific aptitudes.

Needless to say, it is impossible to identify with absolute certainty those students who will pass or fail; some students who have the ability fail to use it for various reasons. The measurement systems used in evaluating applicants are necessarily inexact. Yet, the philosophy underlying a selective admissions policy is that, in the long run, more students are helped than are handicapped by making some choices before entry into the university rather than depending solely on the somewhat harsh system of "weeding them out" during the freshman year. Thus, the changing pattern of admissions at the Woman's College results from an effort to fit the student with the school as well as from the fact that applications are increasing faster than dormitory spaces are being made available.

## *Enrollment*

During the past two years, applications for the freshman class have increased 32 percent over each preceding year. Already, this year, several hundred more applications have been received than during the past year. These changes in applications, in standards, in selectivity have resulted in a 1961 freshman class somewhat different in several respects from the freshman class of three or four years ago. First of all, it will be considerably larger. Estimated enrollment of the freshman class for next fall is approximately 1000 compared with 644 in 1958. Secondly, it will be composed of more capable students. In 1958, the average freshman had 43 chances out of 100 of making a C or better average whereas the average student next year will have 55 chances out of 100 of making a C average. The mean score on the Scholastic Aptitude Test verbal score for next year's freshman is 50 points higher than two years ago. In her high school, she will rank in the top 14 percent of her class and graduate with a B average.

Because of a quota on the number of out-of-state students, the Admissions Office uses a double standard in admitting students to the Woman's College. In addition to applying early in order to prevent exclusion because of quota limitations, the out-of-state student must meet higher standards of admission. Whereas the marginal North Carolina resident admitted to the Woman's College has 23 chances out of 100 of making a C average, the marginal out-of-state student has 35 chances out of 100. Within the limitations of the quota, the Woman's College attracts students from broad geographical backgrounds. This year the students at the Woman's College represented 28 states and 8 foreign countries. Such broad representation provides a cosmopolitan element to the student body, which is vital to the life of a university.



## Institutional Changes

Changes in admission, such as those enumerated above, contribute to significant changes within the institution. Alterations in physical facilities, necessary to meet the needs of expanding enrollment, are readily apparent to the alumna back on campus for the first time in several years. Innovations in methods of instruction, such as larger lecture sections in some courses with small laboratory and discussion sections on the one hand and increased independent study of a tutorial nature on the other, are being adopted to maximize the use of faculty and student resources and at the same time offer good instruction. Sectioning in courses to meet the individual needs of a diverse student body has given added emphasis recently. For example, the English Department offers three levels of freshman composition.

Students with adequate preparation in specific subjects are offered opportunities for advanced placement and/or credit in two ways: placement through the local testing program of orientation week in the fall and credit through proficiency examinations, or placement and/or credit by examination as part of the Advanced Placement Program administered by the College Entrance Examination Board. In the latter program, students who take the Advanced Placement Program examination in May of their senior year (usually upon completion of an accelerated high school course which corresponds to a freshman-level college course) may submit their scores and records to the Woman's College and request placement and college credit. If the applicant meets minimum standards established by the local Admissions Committee, the student's record is submitted to the head of the department involved who makes the final decision concerning advanced placement and/or credit.

The academic counseling service, under the direction of Dr. Laura Anderton, Associate Dean of the College, has been expanded recently to include the services of a psychologist in vocational guidance and a psychologist in institutional research. The academic class advisers (formerly known as class chairmen) continue to work closely with individual students in many aspects of student life. During first semester of this year, the counseling staff along with a committee of faculty members examined pre-admissions indices and college academic records in selecting freshmen for a one-hour seminar designed for those students who show unusual academic promise.

It is the task of the Admissions Office to provide the faculty with its raw material, the student body, and with information about these students which will enable them to establish most effectively a good learning situation for them at the Woman's College. In doing so, it attempts to encourage a broad geographical representation, to combine the urban with the rural, to reflect the heterogeneity of many occupational and social backgrounds, and to foster diversity in academic and social interests. The admissions Office seeks to fulfill this function with the conviction that the quality of a college depends basically on three things: the strength of its faculty, the excellence of its library, and the ability of its students.

Complementary to this initial function is the vital role of assisting the individual applicant—whether admitted or not—in thinking imaginatively about her plans for her future. To the admitted student, it means choosing a major course of study and a profession. To the rejected student, it means choosing another college or another means of continuing her education.

To help maintain the quality of the Woman's College, which is its heritage, and to allow for an orderly expansion in the size of the student body amid the rush for college admissions is one important level at which the Woman's College seeks to meet the needs of the university of which it is a part, of the State of North Carolina, and of the larger world community of knowledgeable men and women.

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THE AUTHOR: Mrs. Irby is Director of Admissions at the Woman's College.

A native of Weldon, North Carolina, and the daughter of *Margaret (Hudson) Joyner* '26, she was graduated from the College in 1954 with a major in Economics. She is a member of Phi Beta Kappa.

Following her graduation, she continued her study of Economics at Duke University, from which institution she received the degree of master of arts.

Prior to her return to the Woman's College in 1957 as teaching assistant in Economics, she was associated with Merrill, Lynch, Pierce, Fenner, and Smith in Greensboro.

In 1958 she combined a part-time position on the College's Public Relations staff with her teaching. And in 1959 she was appointed as Director of Admissions to succeed Miss Mildred P. Newton.

Mrs. Irby's husband, Claud, is associated with the Jefferson Standard Life Insurance Company, and they have a daughter, Andrea, who was born in February of this year.

LET no one be deceived, by reading the foregoing, into believing that all problems in admissions are solved. More than ever before, it is important that accurate information about the Woman's College be disseminated to prospective students, parents, and members of the local academic community. Alumnae are in a strategic position to serve in this area.

## Alumnae needed: *In Quality and Quantity*

continues Mrs. Irby

This year, the Alumnae Office and the Admissions Office have cooperated in providing alumnae representation in high schools both in North Carolina and in other states. This program, initiated on a small scale to test its value, has operated on three levels.

First, five Greensboro alumnae worked for the College by participating in the College Day Program. They visited a total of fifteen different schools in the Greensboro area. These alumnae have helped also in evaluating the college day programs. In order to learn about recent developments at the College, they attended a conference at which time college officials explained various aspects of the College's academic and non-academic programs.

The second area of work has been with out-of-state Alumnae. These alumnae attended college day programs in states other than North Carolina. Twenty-five alumnae have visited twenty-five different schools.

The third program is one which is still developing. Approximately thirty alumnae in the state have been asked to serve as admissions counselors for the College. The state has been divided into various geographic areas so that each alumna has a specific area in which to work. These people will serve as a link between the College and the students and the high schools in their area. They will be available to talk with students and to answer any questions that they might have. Letters were written to the principals of the North Carolina high schools so that they might know that such persons are available in their areas.

The programs outlined above are beginnings only and can in no way substitute for broad representation by well-informed alumnae working informally in their local communities. At a time when higher education is becoming increasingly important in the lives of high school students, it is essential that the programs, philosophies, and curricula of various colleges are interpreted accurately to prospective students so that their choices may be made wisely. It is on the students' side of Choice that alumnae can be particularly effective.

## The New Chancellor *continued*

First of all, it is necessary that any alumna who attempts to serve as a communications link between student and college be well informed about admissions policies, about recent developments in academic and non-academic matters, and about achievements of the faculty and outstanding students. All too often, there is a tendency to think of Alma Mater as a static institution, unchanged since the "good old days when we were there." Sometimes, too, the description runs along the lines of memorable dances and ceremonies, of that good looking but hard professor in History 416, and of the girls in Bailey Hall. While college is all that, it is much more and it is ever changing.

Woman's College alumnae can be effective if they continue to work closely with the College to discover the kinds of students who will succeed in the environment of the Woman's College and what kinds of students are likely to have difficulty. If emphasis is placed on survival in college and not merely on admission to college, students with high risks of failure should not be counseled to attend the Woman's College just because mother, aunt, cousin, or friend graduated here several years earlier.

Along with describing the nature of the College and its student body to prospective students, parents, and high school officials, the well-informed alumna can be of service to the College by interpreting the program of the high school to the Admissions Office. Special kinds of instructional programs, counseling facilities, numbers and proportions of students going to college—all of this is of interest to the Admissions Office staff as it seeks to develop greater understanding of prospective college students.

Finally, alumnae can be of help in the area of scholarship aid. Even the fees at state institutions, modest in comparison with some other colleges, are beyond the financial capacities of many desirable applicants. Last year, 253 students who were admitted and later canceled would have ranked in the top half of this year's entering freshman class. Some of these students were awarded sizeable scholarships elsewhere, but a number of them were unable to enter because of limited financial resources. This points to the urgent need for more and larger scholarships for academically able students.

With imagination, energy, concern, and good will, alumnae can find rewarding experiences in playing a constructive role in the continuing education of young women. And in doing so, they serve well their college and themselves.

A "sound scholar" in the area of the liberal arts, Dr. Singletary's special field is history. He is an especially able teacher as evidenced by the recognitions which have been accorded him during his tenure at the University of Texas: in 1956 and 1957 he received the University Student's Association Teaching Excellence Award; and in 1958, the Scarborough Teaching Excellence Award. Reluctant to forsake the teaching field completely for that of administration, he plans to teach a course in history at the Woman's College.

He has written extensively on military history and affairs; his published books are *Negro Militia and Reconstruction* and *The Mexican War*. In 1955 he received the Moncado Award which is presented by the American Military Institute for the best book on American military history. He is presently under contract with Alfred Knopf, Incorporated, to write "A History of American Military Affairs." An essay which he has written on "The Civil War and Reconstruction" will be published in the Yearbook of the National Council of the Social Sciences.

A member of a variety of professional and academic organizations, he is associate editor of the *Southwestern Historical Quarterly*, director of the Superior Student Program at the University of Texas, and adviser to the Junior Fellows in the College of Arts and Sciences.

He is regional chairman (for Texas and Louisiana) for the Woodrow Wilson National Fellowship Foundation. And he served for three years as a member of the Administrative Committee of the Southern Fellowship Fund.

A veteran of both World War II and the Korean War, Dr. Singletary presently holds the rank of commander in the United States Naval Reserve.

The Singletary family numbers five: Dr. and Mrs. Singletary; daughter Bonnie, who will be a Senior High student in the fall; son Scot, who will attend the Curry School kindergarten; and second daughter Kendall, who has applied for admission to the College Nursery School. The family will be "at home" in one of the School of Home Economics' home management houses on West Market Street after July 1 and until renovations are completed in the Chancellor's House.

THE LIBRARY  
COLLEGE

IN RESPONSE to many requests (particularly of prospective freshmen), the Library has prepared a list of books for background reading. It is not a list of essential reading for college courses, but, rather, it is a *guide to the enriched reading which is an integral part of a liberal education.*

A portion of each section of the list follows. In subsequent issues of THE NEWS, additional portions will be printed.

# A Guide to Enriched Reading

## *Historical Novels*

Blackmore, Richard. *Lorna Doone*  
Bulwer-Lytton, Edward. *The Last Days of Pompeii*  
Cather, Willa. *Shadows on the Rock*  
Cooper, J. F. *The Last of the Mohicans*  
Cooper, J. F. *The Deerslayer*  
Dickens, Charles. *A Tale of Two Cities*  
Edmonds, W. D. *Drums Along the Mobawk*  
Eliot, George (pseud). *Romola*  
Graves, Robert. *I, Claudius*  
Hawthorne, Nathaniel. *The Scarlet Letter*

## *History and Travel*

Adams, Henry. *Mont-Saint Michel and Chartres*  
Adams, James Truslow. *The Epic of America*  
Beard, Charles and Mary. *The Rise of American Civilization*  
Beebe, C. William. *Edge of the Jungle*  
Bowers, Claude. *Jefferson and Hamilton*  
Brinton, Crane. *Ideas and Men*  
Cheney, Sheldon. *World History of Art*  
Clemens, Samuel. *Life on the Mississippi*  
Commager, H. S. *The American Mind*  
Dana, R. H. *Two Years Before the Mast*

## *Novels*

Austen, Jane. *Pride and Prejudice*  
Austen, Jane. *Mansfield Park*  
Bennett, Arnold. *The Old Wife's Tale*  
Bowen, Elizabeth. *The Death of the Heart*  
Bronte, Charlotte. *Jane Eyre*  
Bronte, Emily. *Wuthering Heights*  
Buck, Pearl. *The Good Earth*  
Butler, Samuel. *The Way of All Flesh*  
Cather, Willa. *My Antonia*  
Cather, Willa. *Death Comes from the Archbishop*  
Cervantes, Miguel. *Don Quixote*  
Conrad, Joseph. *Lord Jim*  
Conrad, Joseph. *Heart of Darkness*  
Crane, Stephen. *The Red Badge of Courage*  
Defoe, Daniel. *Robinson Crusoe*  
Dickens, Charles. *David Copperfield*  
Dostoevsky, Fyodor. *The Brothers Karamazov*  
Dostoevsky, Fyodor. *Crime and Punishment*  
Dreiser, Theodore. *An American Tragedy*  
Eliot, George (pseud). *The Mill on the Floss*

## *Short Stories*

Anderson, Sherwood. *Winesburg, Ohio*  
Cather, Willa. *Youth and the Bright Medusa*  
Chekhov, Anton. *Short Stories*  
Clemens, Samuel. *Complete Short Stories*  
Conrad, Joseph. *Tales of Unrest*  
Conrad, Joseph. *Youth and Other Stories*  
Crane, Stephen. *Stories and Tales*  
Dinesen, Isak (pseud). *Seven Gothic Tales*  
Faulkner, William. *Collected Stories*  
Forster, E. M. *Collected Tales*

## *Poetry*

Auden, W. H. *Collected Poetry*  
Benet, Stephen Vincent. *John Brown's Body*  
Brooke, Rupert. *Collected Poems*  
Coleridge, Samuel Taylor. *Poems*  
Dickinson, Emily. *Poems*  
Eliot, T. S. *Complete Poems and Plays*  
Frost, Robert. *Poems*  
Homer. *The Odyssey*, trans. by Butcher and Lang  
Houseman, A. E. *Collected Poems*  
Jarrell, Randall. *Poems*

## *Biographies, Diaries, Letters*

Adams, Henry. *The Education of Henry Adams*  
Adams, James Truslow. *The Living Jefferson*  
Boswell, James. *Life of Samuel Johnson*  
Bowen, Catherine Drinker. *Yankee from Olympus*  
Ceil, Lord David. *Melbourne*  
Chute, Marchette. *Geoffrey Cauer of England*  
Chute, Marchette. *Shakespeare of London*  
Curie, Eve. *Madam Curie*  
Current, Richard. *The Lincoln Nobody Knows*  
Davis, Burke. *They Called Him Stonewall*

## *Essays and General Reading*

Addison, Joseph. *Spectator Papers*  
Arnold, Matthew. *Literary and Critical Essays*  
Asimov, Isaac. *Inside the Atom*  
Bacon, Francis. *Essays*  
Barnett, Lincoln. *The Universe and Dr. Einstein*  
Benedict, Ruth. *Patterns of Culture*