CROSS REFERENCE SHEET

Name or Subject: College Entrance Requirements

File No.

Regarding

Date

SEE

Name or Subject

File No.

See Admissions
The Test in Education.

While the whole world is rejoicing over a safe return from summer resorts, and is congratulating itself that the vacation mosquito was not more bloodthirsty than usual, one poor mortal looks forward to the coming months with anxiety and fear. He is the youth who will shortly be called upon to take his college entrance examination. He, if any one, deserves sympathy. Upon his head rests the burden of accumulated errors in the matter of education. He is diligently coached in order that he may jump the six-barred fence that incloses the hallowed precincts of educational institutions. If he rub a tell-tale he is regarded askance by those who for the next four years superintend his cerebral development. Should he fail to clear the barrier he is scratched from the list of entries. Is this a real test? Does it afford any adequate measure of the ability of the candidate? Possibly it does when we consider the usual idea of college education, according to E. Benjamin Andrews, regards “stuffing” as of more importance than “building.” The college authorities, of course, have an excellent opportunity to learn the sort of things with which the young man’s head has been crammed. But do they know what he can do. Most decidedly not. As a matter of fact, it is a sort of exhibition where each applicant comes forward and displays his wares, but has no opportunity to show what he can do with them.

The entrance examination starts the young man off on the wrong track. His first and only idea is, “Can I pass?” In this plaintive cry he sounds the keynote of his future college course. He pays more attention to the mark he receives in his classes than he does to his mental growth. He regards high standing in his studies as of more value than the real development of his intellect. If he be a diligent student, he is tormented all the while by the haunting dread of failure to pass the examination.

A partial movement for the better has been made in some of the universities by dropping textbooks in some of the courses. This is good as far as it goes. It teaches the student to strike out for himself and choose his own mental food. The diet prescribed by the college authorities may be the best general regimen that could be devised, but it is not suited to all appetites. But even this does not go far enough. Less stress should be laid on the entrance examination. The candidates are too young to display their real mettle in such trial heats, although a failure to pass the test may blight all ambition and torpedo the current of a promising future. The young men should be allowed to enter the field, and an opportunity given them to display their ability. If, in the course of a reasonable amount of time, they show that they cannot come up to the standard, they should be dropped. But this practice of centering the whole thing on one supreme effort does not afford a fair test.
**St. John's, Newfoundland**

**Newspaper, October 13th, 1898**

**ST. JOHN'S MONDAY, OCTOBER 13TH, 1898**

**Inquirer & Gleaner**

The St. John's Inquirer is published Monday, Thursday, and Saturday. The Gleaner is published Friday.

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Treasury Department
Office of the Secretary
Washington, D.C.
September 30, 1899.

Sir:

I enclose with this a clipping of an editorial from a recent issue of the "Washington Post," on the subject of College Entrance Examinations. The question raised is one that possesses especial interest at this time to students all over the country, as well as to many others who are interested in educational development in the United States. It is my purpose to write a short article along the lines suggested, embodying the views of prominent educators, particularly those of Presidents of Colleges and Universities. With this thought in mind, I venture to submit for your consideration a few inquiries bearing on the general question, and beg to request of you a short statement setting forth your views in the premises.

1st. Should it not be the purpose of the College to encourage the student in his efforts to secure an education, and thus better fit himself to succeed in life?

2nd. If that be granted, do not rigid entrance examinations tend to oppose, rather than promote, the aim of the College by keeping away students who may have been denied the advantages of a thorough preliminary training, but might
prove desirable additions to the student body?

3rd. Might it not be advisable, therefore, to make the entrance tests less severe, welcome worthy students to the College, and make their stay there dependent entirely on work earnestly and satisfactorily performed?

With apologies for thus trespassing upon your valuable time, and with cordial thanks in advance for the favor of a reply, I am,

Very respectfully yours,

[Signature]

To the President,

University of Chicago,

Chicago, Illinois.
July 16th, 1900.

Miss Marion Talbot,
Crow Point, Hingham, Massachusetts.

My dear Miss Talbot:

Your letter of July eleventh has been received. I have taken up the case of Miss Dudley and have indicated that we are not able to approve the scholarship. I do not think the explanation of the matter is that our examinations are easier than those of Bryn Mawr. Our examinations are conducted at the school and by the teachers, and this is very different from a formal examination, conducted without any reference to the particular courses of instruction. I am inclined to think myself that this only proves what I have long believed to be true, that an examination is not a sufficient test. On the other hand, inasmuch as the young lady tried the examinations and failed, we must accept this failure and proceed upon it. I think that our only test of her has been in the work which she has done during the last year.

Very truly yours,
Dear President Harper,

I was interested to see Mr. Millis's letter. Dr. Dudley himself, who is rightly proud of his young daughters, told me of Katherine's leaving the University and going to Bryn Mawr next October and of Dorothy's failure in seven out of fifteen entrance examinations for Bryn Mawr this June. He said she would enter the University next fall on a scholar ship. She is to be sixteen years old this month. It is quite possible to understand the situation on the ground that our examinations are easier than those of Bryn Mawr. In fact, this seems the only logical inference for I can hardly believe that we award scholarships to conditioned...
students and it would not be probable that a student could pass all our examinations and fail in so many in the other set unless they were harder.

I was much pleased to hear from Mrs Robertson on the day I left, that you had suggested her taking the headship of Kelly House. One of her doubts seemed to be in the matter of salary. I hope that it may prove practicable to meet her wishes for she knows better than anybody who has not actually held the position, how many financial obligations it bears with it to one who meets its obligations and opportunities faithfully. It would be a great personal pleasure to have her as my colleague in the difficult and important work of administering the Women's Halls. Before the suggestion was made I allowed myself to think of the possibility of retaining Miss Brink on the completion of her doctorate this summer and it was for that reason that I asked you to watch her. I fear however that she is a more valuable woman than we can secure.

My visit to the Home Economics Conference was very satisfactory, but I find the little house by the sea a good place to be in for a while.
Dorothy Dudley failed to pass entrance examinations enough to allow her to enter Bryn Mawr next October. But I understand she is to enter the University of Chicago on a scholar ship from Deerborne.
President William R. Harper,
University of Chicago,
Chicago, Ill.

Dear President Harper:—

The most significant step in my judgment in the field of secondary education during the past year is the successful inauguration of the work of the College Entrance Board. It is doing indirectly for eastern institutions which insist on examinations for admission what western institutions are doing for themselves through properly supervised scheme of school inspection. Personally, I incline strongly to the western plan and believe that anything which tends to rid secondary schools of the incubus of college entrance examinations is desirable and praiseworthy. Another tendency which is marked in secondary education is the recognition on the part of several universities of the need of special training for college graduates who are to become high school teachers. This in turn indicates a desire on
the part of the secondary schools to have better teaching.

In the field of elementary education we stand at the beginning of what I consider to be the greatest educational movement that this country has ever seen. The establishment of the Southern Education Board and the incorporation by Congress of the General Education Board is the first indication with which I am familiar, of the earnest and determined cooperation of business men, of the learned professions and educators to advance the cause of popular education. From the educational standpoint it is no less significant than the work of Horace Mann a half century ago in Massachusetts, and because it is well supported financially and reinforced by the cordial sympathy of some of our greatest business men, I believe it is bound to have a remarkable future. Dr. Buttrick, Executive Secretary of the General Education Board, whom you know well, will give you a vast deal of information on this point.

I am,

Very sincerely yours,

Dean.
To the Dean of the College:

I am writing to express my concern about the current situation in the Department of History. It has come to my attention that there has been an increase in incidents of racial discrimination and harassment among the faculty and students. I believe it is important that we address these issues immediately to maintain a safe and respectful learning environment.

I understand that the administration is aware of the problem and that steps are being taken to investigate the incidents. However, I would like to emphasize the importance of taking proactive measures to prevent similar incidents from occurring in the future.

I urge you to consider implementing additional training programs for faculty and staff on issues of diversity and inclusion. It is crucial that we create an environment where all members feel valued and respected.

Thank you for your attention to this matter.

Sincerely,

[Signature]