

A SURVEY OF THE SELECTION AND ADMISSION POLICIES
OF DIPLOMA SCHOOLS OF NURSING IN
OREGON AND WASHINGTON

by

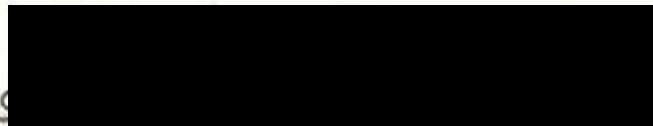
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CHAPTER I
INTRODUCTION

Introduction to the Problem

As more young people become interested in nursing and the number of those seeking admission to schools of nursing increases, the task of those responsible for the selection of students becomes more difficult. The high student attrition rate in schools of nursing illustrates the need for discovery of better methods of selection of students. The schools may need to redefine their aims and reconstruct their selection and admission policies so those responsible for selection of students will be able to select those students who are best qualified for a career in nursing.

The problem of selecting those students who have the qualifications for a successful career in nursing has stimulated many studies, but no process or method of selection has yet been devised that can be regarded as wholly successful. The student attrition rate continues to be high.

Statement of the Problem

Students admitted to schools of nursing should be selected on the basis of their ability to complete the program which the school offers. Tools found reliable in the selection of students include a consideration of the prospective student's scholastic rank, age, health, special aptitudes, and character and personality. An attempt will be made to answer the question: "What are the policies of selection and admission in the diploma schools of nursing in Oregon and Washington?"

The Purpose

The purpose of this paper is to ascertain the selection and admission policies that obtain among the diploma schools of nursing in Oregon and Washington.

A second purpose of this study is to compare the prevailing selection and admission policies in the diploma schools of nursing in Oregon and Washington with criteria published by the National League of Nursing Education in 1949.

Assumptions

It seems reasonable to assume that selection and admission policies in the area studied might also prevail in other areas of the United States.

It is assumed that in some schools of nursing a committee may be responsible for the selection and admission of students.

It is assumed that the schools of nursing do utilize some selection tools and techniques.

It is assumed that some schools of nursing would limit selection of students on the basis of race, nationality, religion, sex, marital status, or age.

It is assumed that some schools of nursing do not require any specific high school subjects as prerequisites.

It is assumed that many of the schools of nursing use the Application Form as compiled by the National League of Nursing Education.

Justification

It should prove of interest to know the extent to which different selection and admission policies obtain among the diploma schools of nursing in Oregon and Washington.

Knowledge of present policies could be useful in guiding the formulation of new policies.

The study could be repeated later, thus affording descriptions at different periods of time so comparisons might be made, the direction of change noted and evaluated, and future improvement guided.

The study might also furnish a valuable source of information for the historian.

Since approximately 60 per cent of the students in Oregon and Washington preparing for licensure are in diploma schools of nursing, (1) the importance of effective selection and admission policies is evident. There is a lack of relevant data concerning selection and admissions in diploma schools of nursing. It is hoped that the material presented will be of value in evaluating present selection and admission policies in diploma schools of nursing.

Definition

For the purpose of this paper, the following term is used:

A diploma school of nursing is defined as a post-high school non-collegiate school, which grants a diploma in nursing and prepares students for registered nurse examinations. (4)

Limitations

The problem is limited to the selection and admission policies prevailing at the present time. It is further limited to those selection and admission policies not governed by law. The problem is also limited to the

diploma schools of nursing in Oregon and Washington. It is further limited to that information which can be obtained by questionnaire.

Source of Data

The data for this paper were obtained from the respondents to a questionnaire sent to the directors of ten diploma schools of nursing in Oregon and Washington.

Procedure

The purpose of this paper will be established and defined and a questionnaire will be constructed. The questionnaire will be submitted for critical analysis to the registrar of a medical school, to the former dean of a collegiate school of nursing, and to a former member of an Admissions Committee for a diploma school of nursing. The questionnaire will then be revised to include the suggestions of those three people.

The questionnaire will be prepared in its final form to be sent to the directors of the diploma schools of nursing who indicate a willingness to participate in the survey.

A letter explaining the purpose of this paper, accompanied by a covering letter from the thesis adviser and a self-addressed postcard on which the director of each

school will indicate willingness to participate, will be sent to the director of each diploma school of nursing in Oregon and Washington.

A tabulation of the respondents' replies will be made on a master sheet. Tables will be constructed when they seem necessary.

CHAPTER II

REVIEW OF THE LITERATURE

The leaders of nursing education have become aware of the fact that better methods of selection are needed by schools of nursing. Recognizing this, nursing educators have made use of various procedures in studying the prospective student from the point of view of the desirability of admitting him or her to the school.

The Committee of the Six National Nursing Organizations on Unification of Accrediting Agencies established criteria for selection and admission to schools of nursing. The six nursing organizations which participated in formulating the criteria were the: American Association of Industrial Nurses, American Nurses' Association, National League of Nursing Education, National Organization for Public Health Nursing, Association of Collegiate Schools of Nursing, and National Association of Colored Graduate Nurses. The criteria were published by the National League of Nursing Education in 1949 and are as follows:

1. The educational unit admits only those students whose educational interests, abilities, personality characteristics, and previous preparation qualify them to pursue studies in the category of nurse education offered. Students are selected without regard to marital and economic status, racial or religious origins, and sex.

2. There is a definite procedure for the selection of applicants for admission.
3. Potentially successful candidates are determined by an analysis and interpretation of data from the following sources:
 - a. Previous school records
 - b. Recommendations from former instructors
 - c. Results of standardized tests
 - d. Health reports
 - e. Work record
 - f. Personal interview
4. Minimum educational requirements
 - a. Basic non-collegiate
 - (1) Graduation from a state accredited secondary school
 - a) Consideration is given to quality of general performance rather than specific subjects
5. Health requirements
Applicants are required to present evidence of satisfactory physical and mental health before admission.
6. Personality characteristics
An effort is made to determine an applicant's suitability for nursing or special interest in nursing. (6)

Clark suggested the use of three procedures in the selection of students for schools of nursing:

1. a carefully planned personal interview;
2. consideration of high school and/or collegiate scholarship and extra-curricular activities;
3. use of psychological tests. (5)

Gordon recommended these criteria:

1. adequate scholastic aptitude;

2. sufficient physical and emotional stamina to meet the demands of nursing;
3. motivation;
4. the use of psychological tests, high school records, and evaluations from others. (13)

MacLean advised the following:

1. the candidate should be physically able to complete the course in nursing;
2. the candidate's I. Q. should be between the fortieth and eighty-fifth percentiles (using the Ohio State Psychological Examination);
3. the candidate's high school class rank should be considered;
4. the candidate should be at least to the eighth grade norm in reading skill, English usage, and arithmetical computation;
5. the candidate should be given vocational interest, manual dexterity, and personality tests;
6. that the candidate should be interviewed following all the process previously mentioned. (20)

Urch stated the two most outstanding points to consider in the selection of students are that those selected have the aptitudes for nursing and that use be made of psychological tests. (34)

The report of a study made by the National League of Nursing Education and the American Nurses' Association Conference on State Board Problems indicated the following:

1. candidates should be from the upper third or upper half of their high school graduating class;
2. entrance examinations should be given to the candidates;
3. consideration should be given to the personal attributes of the candidate;
4. interest in nursing should be determined;
5. physical examination should precede selection;
6. candidate should be interviewed. (15)

Landt also has suggested the use of most of the previously mentioned tools of selection. (19)

Are some very desirable applicants excluded when married students are not considered for admission to a school of nursing? An editorial in The American Journal of Nursing suggested that such a policy does exclude some very desirable candidates. World War II nurse needs prompted admission of married students who have apparently been successful in the profession. (21)

In 1955 only one student out of 22 students admitted to schools of nursing was a non-white student. (1) It is encouraging to note that a number of states have enacted laws against racial and religious discrimination in

education. Nearly a third of the schools of nursing in the United States will accept Negro students. (2)

While some authors suggest the use of reference letters as a tool for selection, (6,13) there is some question as to their reliability. One author refers to the "halo effect" and considers that such opinions and ratings are a poor basis for determining the acceptance of an applicant. (13) Another writer states "these testimonials read much more like the 'Lives of the Saints' than the pen-portraits of ordinary human beings." (31)

There seems to be agreement about the need for the candidate to be physically and mentally fit. (6,13,15) An interesting study was conducted over a fifteen year period by one school of nursing which indicated (in order) the eight illnesses which caused the greatest loss of time for students in that school. They were:

1. respiratory infections;
2. minor surgery;
3. dysmenorrhea;
4. orthopedic conditions;
5. sinusitis;
6. tonsillitis;
7. dental conditions;
8. gastro-intestinal disorders.

A past history of pathological tonsils, diseases of the

sinus, atrophic rhinitis, or lymphoid laryngitis became reasons for rejection for admission to this particular school of nursing. A weight of more than 25 per cent above standard level was also grounds for rejection. If the weight factor was the only reason for refusing admission, the candidate was accepted on probation with a written understanding that appreciable weight loss must be demonstrated within three months or else she would be dismissed. (7)

The Oregon State Board of Nursing does not specifically state that a physical examination is necessary before a candidate can be admitted to a school of nursing. (23) The Washington State Board specifically requires a dental examination and a thorough physical examination, including a chest x-ray, before admission to a state accredited school of nursing.¹

Personal interviews are recommended by several authors. (5,6,15,16,20,35) The Oregon Board does not specifically mention utilization of interviews. (23) The Washington Board does recommend use of interviews as a selection tool.¹ One author considers the interview as one of the most effective instruments for obtaining a better understanding of people. (16)

¹Personal communication from the executive secretary of The Washington State Board of Professional Nurse Registration.

Success in interviewing depends to a large extent upon a thorough knowledge of psychology. One author stresses the need for careful planning before the interview. (5) Good interview techniques can supplement facts which are amenable to more objective measurement.

One author feels that age is not a reliable criterion, (2) while another author felt that the only justification for low age at entrance should be superior academic achievement. (31) The Oregon Board has not established any age requirement. (23) The Washington Board has established 17 years of age as the minimum age and considers it inadvisable to accept students who are over 35 years of age.¹

In a survey done by the National League of Nursing Education in 1946, the following data were compiled: 17 per cent of the state accredited schools of nursing accepted students for admission only after they were 17 years of age; 28 per cent accepted students who had passed their 17th birthday but were not yet 18 years of age; and 55 per cent of the schools had a minimum age requirement of 18 years. (22)

To a school of nursing and its admission committee, psychological tests, when used in conjunction with other

¹Personal communication from the executive secretary of The Washington State Board of Professional Nurse Registration.

information, give an indication of the candidate's potentiality for success in completing a program in a school of nursing. The Oregon Board and the Washington Board recommend the use of psychological tests.¹⁽²³⁾ Many authors also recommend the utilization of these tests as a selection tool. (2, 15, 20, 32, 34, 35, 36)

"A psychological test may be defined as the measurement of a standardized sample of behavior from which it is possible to evaluate some phase of an individual's personality." (13)

There are several valuable benefits from the utilization of psychological tests. The hospital suffers economic loss when a student who does not have at least a reasonable chance of being able to complete the course is admitted to the school. The cost of the test is less than the loss the hospital sustains when a student withdraws or is eliminated. To illustrate an example of economic loss, of 222 students who entered one school of nursing in a four year period of time, 199 did not complete the program. The cost to the hospital was approximately \$30,000. (3)

Bixler suggested the following about admission policy:

1. it should be in harmony with the objectives of the school;

¹Personal communication from the executive secretary of The Washington State Board of Professional Nurse Registration.

2. it should be nondiscriminatory;
3. admissions should be individualized;
4. admissions should be primarily student centered;
5. the policy should be based on research. (2)

It has been indicated previously that several authors considered the high school record and/or class rank as an important tool in the selection of students. (2,5,6,13,15,19,20).

The minimum educational requirement for admission to any accredited school of nursing as of June, 1940 (1,249 schools) was graduation from a secondary school. (8) In a study done in 1946, 3 per cent of all the state accredited schools of nursing required some education beyond high school. (22) In another study it was shown that only 12 per cent of the students in diploma schools of nursing had had any educational preparation beyond high school. (9)

The Oregon State Board of Nursing and the Washington State Board of Professional Nurse Registration require that candidates for schools of nursing must have graduated from an accredited secondary school before admission to a state accredited school of nursing. These two state boards also recommend that the student rank in the upper third and not below the upper half of her high school graduating

class.¹(23)

It is recognized that there are flaws in leaning too heavily on the criterion of high school class rank. Consideration must be given to the size of the class. Class rank is usually based on the average grade attained. This also makes class rank unreliable. In a study reported by Bixler, it was shown that an average grade of 85 in one school was comparable to 75 in a second school and to 195 in a third school.(2)

In a survey of state accredited schools of nursing by the National League of Nursing Education in 1946, it was shown that 44 per cent of the schools required that the candidate graduate in the upper half of her high school graduation class; 46 per cent required the candidate to be in the upper one-third and 10 per cent had no requirement as to class rank.(19)

The emotional effect of failure can be prevented by the use of psychological tests. Psychologists agree that emotional effects of failure may be long lasting.

The greatest single cause of elimination of students from schools of nursing is failure in classroom work.(26) The utilization of psychological tests should decrease the number of eliminations due to this cause.

¹Personal communication from the executive secretary of The Washington State Board of Professional Nurse Registration.

A benefit particularly valuable to the applicant is that the tests might reveal some handicap which she might remove before admission. An example of this is slow reading.

Before discussing the types of psychological tests used in the selection of student nurses, it should be noted that these tests do not directly measure future accomplishment. They measure present performance. The estimate is in terms of probability only.⁽¹³⁾ The best battery of tests is the one which will point out the greatest number of those apt to be able to complete the course.

By intellectual capacity is meant especially scholastic aptitude and those special mental traits which seem particularly related to the field of nursing. The tests most often selected and the ones that seem to show the greatest promise are:

1. tests of general scholastic aptitude;
2. tests of reading comprehension;
3. vocabulary tests;
4. tests of scientific knowledge;
5. tests of arithmetic ability.⁽¹³⁾

It was indicated earlier that the largest single cause of elimination of students from schools of nursing is failure in classwork. It seems evident that tests which would point out those apt to fail in their classwork should

be included in the test battery.

In selecting a scholastic aptitude test there are several factors to be considered. The test should be suitable for use with students in the last year in high school and also those who have had one or more years of college. Second, the test should not be so difficult that any applicant will make a score of zero, or so easy that any applicant will make a perfect score. Third, the test must discriminate between students who are able to carry the classwork and those who are not able to do so. Fourth, it must be possible to administer and score the test with complete objectivity. Fifth, it must be possible to administer and score the test in a reasonable time. Sixth, it must be a reliable test. Seventh, there should be no undesirable emotional reaction on the part of the applicant taking the test. Lastly, the cost of materials and scoring should not be high. (25)

It was indicated earlier that scholastic aptitude tests usually include other than a measure of intelligence. Among the more important of these is a group intended to measure reading skills.

A typical reading skill test includes two measures of vocabulary knowledge (one general and one specific), a measure of speed of reading simple reading material, and a measure of ability to read and comprehend scientific

material of a type usually found in nursing textbooks.

It might be expected that the amount of scientific information possessed by an applicant is a measure of her interest in nursing. This is not a reasonable assumption because all the participants may not have had equal opportunity in the field of science. The results might better be used in planning the teaching of science courses.

Another measure which is often included as an aid to selection of students is one of ability to use arithmetical processes. Low scores on these measures, other measurements being satisfactory, should not keep an applicant from being admitted to the school. An applicant who is found to have poor ability along this line could be advised to seek assistance before entering a school of nursing. (25)

Scholastic aptitude tests must be properly used. There should be a constant checking of the value of the test by noting the scores made in the tests by persons successful in the occupation or school for which it is used. It should also be recalled that the results predict success of the student in the school situation required as preparation rather than in the occupation itself. Urch wrote, "For many types of nursing. . .we unquestionably need intelligence of college level. The I. Q. should be at least 100." (34)

To accept, without qualification, a student whose test

scores seem to show excellent abilities and yet whose high school grades give no evidence of reasonable use of abilities is certainly inviting trouble. Likewise, refusal to accept a student whose scores seem to show poor abilities and yet whose high school grades give evidence of use of ability is unreasonable. (12)

Another reason for many eliminations is some type of personality failure or difficulty. A third reason for many eliminations is the failure in the actual practice of nursing in the clinical setting. It is evident again that it would be desirable to include some measures in the battery of tests which would point out the probability that a student would leave for any of these reasons.

Since many students leave because of personality defects, a personality inventory is often included in a test battery. However, it is suggested that not too much reliance be placed upon the personality inventory. Defects of such an inventory include: the applicant may have poor ability to analyze her own reactions and therefore may fail to answer correctly; the applicant with a poor vocabulary may fail to understand the question; the applicant may answer the way she thinks she should answer; the applicant may be unduly affected by a momentary mood. (25) Spaney reported the results of a study which indicated that the best predictions of survival to the end of the

pre-clinical period were ability to relate with coworkers, manual dexterity, and emotional maturity.(30)

Results of tests attempting to measure probable success in the actual practice of nursing are not clear-cut because it is not easy to measure possibility of acquiring manual skills. More than mere ability to acquire skills seem to be involved in success in nursing practice.

Intelligence tests are the best single measure of selection known to education. They fairly clearly indicate "all around" ability to adjust to a job. As the scale of intelligence rises, more and better aptitudes are found. Agreement between intelligence tests and success on the job is more consistent than with any other test.(5)

One method of determining the predictive value of tests is to correlate tests scores with grades. A correlation of .50 is usually considered to be satisfactory.(12)

In the field of aptitude testing, the importance of validity is not concerned with the extent to which a test actually measures some abstract characteristic but rather is concerned that its forecasting efficiency has been correctly stated. The only tests which should be used are those which have been proven to have value as a selection or guidance tool.(13) More work needs to be done along lines of measuring manual dexterity, mechanical understanding, and personality qualities.

What test or tests seem to predict success?

Ford(10) reported a study which indicated that a combination of two tests plus the high school point average were most predictive of success in a school of nursing. The two tests were the reading test and the scientific tests.

Garrison(11) reported a study which indicated that the average I. Q. of a group of students who failed licensing examinations was 86.6 while that for passing was 102.

The Minnesota League of Nursing Education conducted a study in 1934 which indicated the following might be used to advantage to identify potentially successful student nurses: Moss Nursing Aptitude Test, American Council on Education Psychological Examination, Cooperative English Test, and the Cooperative General Science Test.(11)

Williamson(37) challenged the validity of the aforementioned study because of poor educational practices in the schools which were studied.

Another study by Garrison(11) showed the following: theoretical grades are closely related to intelligence, mechanical aptitude, and reading comprehension; psychological test scores related more closely to nursing arts grades.

In yet another study these were some of the findings: intelligence (within range of I. Q. 86-129) is not an important factor of success in nursing education; a

qualified psychologist after a 30-60 minute interview can predict with some degree of accuracy the probable degree of success of a student in a nursing school. (14)

The findings of a study in Henry Ford Hospital School of Nursing showed that the I. Q. correlated significantly high with efficiency on duty. (27)

Shaycroft (29) reported the following findings following a study of the validity of the Pre-Nursing and Guidance Test Battery: the battery as a whole and all the tests comprising it definitely possess a high enough degree of validity to make them useful aids in selecting nursing students.

CHAPTER III
PROCEDURE AND FINDINGS

Procedure

The purpose of this paper is to ascertain the selection and admission policies that obtain among the diploma schools of nursing in Oregon and Washington and to compare these with the criteria as published by the National League of Nursing Education.

A questionnaire was constructed and submitted for criticism to the registrar of a medical school, to the former dean of a collegiate school of nursing, and to the former member of an Admissions Committee of a diploma school of nursing. In the light of the criticisms and suggestions given, a final form was developed. The questionnaire is included in this paper as Appendix A.

A letter explaining the purpose of this survey was sent to the directors of thirteen diploma schools of nursing in Oregon and Washington. It was accompanied by a covering letter from the thesis adviser and a self-addressed postcard on which the director of each school was to indicate willingness to participate. Copies of this correspondence are included as Appendices B, C, and D.

The directors of ten schools indicated a willingness

to participate in the survey. One director indicated an unwillingness to participate and two other directors failed to return the postcard indicating their intention.

The data for this paper were collected from the respondents to the questionnaire sent to the directors of ten diploma schools of nursing in Oregon and Washington.

Some of the items in the questionnaire were not answered by each respondent. The data were tabulated on the basis of the number of responses to each item. The master tabulation is included as Appendix E.

Findings

The findings are described in the same sequence as the items in the questionnaire.

The first question was: "Does the school have an admissions committee?" All ten directors indicated the existence of an admissions committee. The question continued: "If answered 'yes' indicate positions of persons who serve on the committee." Nine respondents indicated the positions of the members of the admissions committee. Specific faculty positions indicated and the number of times each was mentioned were as follows:

Director of school	6
Educational director	3
Nursing arts instructor.	2

Surgical clinical instructor	1
Science instructor	1
Student Health director.	1
Assistant director of school of nursing.	2
College dean (where students take basic sciences).	1
Medical staff man.	1
Minister of specific denomination.	1
Counselor.	1
Director of residence.	1
Registration clerk	1

Other respondents indicated only these: members of faculty, general area instructor, clinical instructor, instructors, student, and full time faculty members.

The second question was: "Is the candidate's high school class rank used as a basis for selection?" Nine directors responded in the affirmative and one in the negative. In a succeeding question, the latter indicated: "Students not considered if they are in lower half of class." The question continued: "If answered 'yes' indicate the class rank requirement." One school required that the prospective student rank in the top third of his or her class at the time of graduation. Eight directors indicated that the prospective student rank in the top half of his or her class at the time of graduation. Another school indicated that the prospective student must

have had a "C" average, not to include electives, in any previous school work.

The third question was: "Are there any subject prerequisites? (i.e., Chemistry)" Responses to the question were equally divided. The question continued: "If answered 'yes' indicate subjects required and number of quarter or semester hours required." The five schools where there are subject prerequisites are designated as Schools A, B, C, D, and E in the following table.

TABLE I
SUBJECT PREREQUISITES AND NUMBER OF
UNITS OR YEARS REQUIRED

SUBJECT PREREQUISITE	NUMBER OF UNITS OR YEARS REQUIRED				
	A	B	C	D	E
English	3 units	3 years		3 units	3 units
Foreign Language		2 years			
Mathematics		2 years	3 years	2 units	2 units
Science		1 year lab sc.	3 years	chemistry 1 unit	biology or chemistry 1 unit
Social Science				2 units	
Other	Academic subjects 6 units				

The fourth question was: "What policy of selection prevails with regard to age? Indicate minimum age. Indicate maximum age." The minimum age at entrance in eight schools is 17 years; in one school 17½ years; and in one other 18 years. The maximum age at entrance is 35 years at six schools; 30 years at three schools; and one school indicated: "depends on the individual candidate."

The fifth question was: "Must the prospective student be a citizen of the United States?" All ten respondents indicated that United States citizenship is not a prerequisite to selection.

The sixth question was: "Is a report of a physical examination (including chest x-ray) required before acceptance?" A report of a physical examination including a chest x-ray is required in nine of the schools. The tenth director responded in the affirmative after crossing out the words "including chest x-ray."

The seventh question was: "Is a report of a dental examination required before acceptance?" A report of a dental examination is required in all ten schools.

The eighth question was: "Are immunizations for the following required before acceptance: smallpox, polio, typhoid fever, tetanus, diphtheria?" Previous smallpox and typhoid fever immunizations are required of the prospective student in all of the schools. Nine schools

require that the prospective student have tetanus immunization prior to acceptance. Eight of the schools require pre-entrance immunizations for polio and diphtheria. Two schools do not require polio or diphtheria immunizations and one school does not require tetanus immunization.

The ninth question was: "Do you accept married students?" This question elicited ten responses which were equally divided between the affirmative and the negative.

The tenth question was: "Does the school utilize results of pre-nursing tests? If answered 'yes' indicate names of specific tests." All ten schools utilize the results of pre-nursing tests in the selection of students. The sum total of tests used by the ten schools was 32. Names of tests used and number of times each test was mentioned were as follows:

A.C.E.	4
Adjustment Inventory (Bell).	1
Aptitude Test for Nursing.	1
California Language.	1
California Reading.	1
College Entrance Examination Board	1
General Science Test for Nurses.	1
George Washington University (Aptitude).	1
George Washington University (Interest Series)	1
Henmon-Nelson (Intelligence)	2

Human Anatomy and Behavior Test.	1
Kuder Interest (Nursing)	2
Kuder Preference Record.	1
Mental Health Analysis	2
Michigan Vocabulary Profile.	1
N.L.N. Pre-Nursing	2
Nursing Arithmetic Aptitude Test	1
Otis Higher Examination.	1
Otis S-A Test of Mental Ability.	1
Personality Characteristics Inventory.	1
Potts' Test (Psychological Corporation of New York).	2
Purdue (Dexterity)	1
Scientific Ability Test.	1
Smeltzer's (Temple University)	1

The eleventh question was: "Are personal interviews required? If answered 'yes' indicate title of interviewer."

(Additionally, there was space provided to indicate whether the interviewer was a member of the admissions committee.)

Personal interviews are required in all ten schools. One school did not indicate titles of the interviewers. Titles of interviewers and number of times mentioned by nine schools were as follows:

Director	5
Educational director	6
Counselor.	1

Nursing arts instructor. 1
 Assistant director of school 1
 Unspecified faculty members. 3
 Unspecified interviewers 1

All of the interviewers were members of the Admissions Committee.

The twelfth question was: "What arrangements are made for tests and/or interviews if the candidate lives a considerable distance from the school?" Responses to this question are quoted as follows:

"Notified of N. L. N. test given in nearest city or high school teacher is instructed in administering our pre-entrance test and materials are sent for this purpose."

"If possible, arrangements are made to take N. L. N. tests. In some instances applicants are accepted on the basis of excellence of school record and references."

"Appointments made for both on same day."

"This is no problem with us."

"Pre-entrance tests are mailed to a faculty member who administers the tests and returns them to the (name of school) who grades them and sends them to us."

"Applicants coming to school for pre-nursing exam are tested on that date. If distance is too great arrangements are made for interview after admission if all other data is [sic] satisfactory."

"They may take the test in the area in which they live. If they are otherwise acceptable, then they come for a personal interview."

"Depending on test. Some must be given here at the college. In such case, students are invited to spend the night here. If tests can be given by another person, arrangements are made through minister, or school, or person so qualified in the vicinity of prospective student's home."

"Candidate must arrange to take N. L. N. Pre-entrance tests or have testing done at nearby college. Interview is arranged when the candidate can come here. So far this has not been a problem."

"Tests with exception of N. L. N. are administered at the time school starts. N. L. N. tests are given at various locations and results are forwarded. Interviews of students who come from some distances are not made. Extra recommendations are requested and students are selected from data we have in their folder."

The thirteenth question was: "Are character references required? If answered 'yes' indicate from whom references are required." Character references are required in nine of the ten schools. References required include the following: high school principal, high school teacher, professional person, person not related to

applicant, educators, clergymen, doctor, employer, friend, and registered nurse.

"Please attach a copy of the application blank in current use in your school." Nine respondents either sent a copy of their school's application form or indicated the name of it. Six of these were the National League of Nursing Form B 2 A. Three of the schools use an application form other than that.

CHAPTER IV
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purposes of this study were to ascertain the selection and admission policies that obtained among the diploma schools of nursing in Oregon and Washington and to compare these with the criteria as published by the National League of Nursing Education in 1949.

The study was limited to information which could be elicited by the questionnaire submitted to ten directors of diploma schools of nursing in Oregon and Washington. All questionnaires were returned.

In each instance, the existence of an admissions committee was reported. Personnel serving on the various admissions committees included: the director of the school, the educational director, nursing arts instructor, surgical clinical instructor, science instructor, student health director, assistant director of the school, college dean, medical staff man, minister, counselor, director of residence, and registration clerk.

The directors of all the schools participating in this study reported that rank in the high school class was used as one basis for selection of candidates seeking admission

to the school of nursing. One participant indicated that rank in the high school class was not a basis for selection, but the response to the second part of the question negated the first. She inserted the statement, "Students are not considered if they are in lower one half of class." Accordingly, it would appear that this school also relied on rank in the high school class as a basis for selection.

Five respondents disclosed that there are course prerequisites such as English, foreign language, mathematics, science and social science. Detailed information regarding these prerequisites is displayed on page 27 and on the Master Tabulation Sheets (Appendix E).

Respondents were asked if the candidate's marital status and citizenship were factors in determining eligibility for admission. It was found that none of the schools required United States citizenship as a requisite for admission and that in five schools married applicants would be accepted.

Nine respondents stated that their school policy required a pre-entrance physical examination, including radiological study of the chest; in one school the chest x-ray was not required. In all of the participating schools, candidates were requested to submit a report of dental examination. All participants reported that certain

immunizations were to be completed before admission.

All of the schools employed some test devices as tools for selection; however, the nature of the testing program varied widely. Twenty-four different tests were recorded; they are listed on pages 29 and 30 of this paper.

Unless the candidate would have to travel an unduly long distance, all applicants were interviewed by some member of the faculty. Further information regarding the prospective student was obtained by letters of reference in nine of the schools. Sources recommended for references included: high school principal, high school teacher, professional person, person not related to applicant, educator, clergyman, doctor, employer, friend, and registered nurse.

A variety of application forms were submitted; six of the schools used the form prepared by the National League of Nursing Education (Form B 2 A). Three schools used another type of application form. No form was received from one school.

Conclusions

One purpose of this study was to ascertain the selection and admission policies that obtained among the diploma schools of nursing in Oregon and Washington. This information has been summarized above.

The second purpose was to compare the prevailing selection and admission policies existing in the participating schools with criteria and recommendations published by the National League of Nursing Education in 1949 and still accepted by professional nursing accrediting groups. For clarification the criteria and recommendations and the findings of this study are briefly recapitulated and compared:

1. The educational unit admits only those students whose educational interests, abilities, personality characteristics, and previous preparation qualify them to pursue studies in the category of nurse education offered. Students are selected without regard to marital and economic status, racial or religious origins, and sex. (6)

The schools indicated that they admit only those students whose educational interests, abilities, personality characteristics, and previous preparation qualify them to pursue studies in nursing education. No information was sought regarding selection of students without regard to economic status, sex, or racial and religious origins. Fifty per cent of the schools of nursing which participated in the study select students without regard to marital status.

2. "There is a definite procedure for the selection of applicants for admission." (6)

All of the schools indicated the existence of an

admissions committee and specified procedures for the selection of students.

3. Potentially successful candidates are determined by an analysis and interpretation of data from the following sources: previous school records, recommendations from former instructors, results of standardized tests, health reports, work record, and personal interview. (6)

All of the schools indicated that previous school records are used to aid in the selection and admission of students; that recommendations from former instructors are obtained; that results of standardized tests are utilized; that a report of a physical and dental examination is required before admission to the school; that an interview [or interviews] is part of the selection procedure. Three of the schools indicated that a reference from a former employer is utilized in determining eligibility for admission.

4. "Consideration is given to quality of general performance rather than specific subjects." (6)

Five of the schools do not designate any course prerequisites but do give consideration to the prospective student's high school class rank.

5. "Applicants are required to present evidence of satisfactory physical and mental health before admission." (6)

All of the schools indicated that a report of a

physical and dental examination is required before admission. There was no attempt in this study to ascertain how or if the schools determine the applicant's mental health status.

6. "An effort is made to determine an applicant's suitability for nursing or special interest in nursing."(6)

All of the schools reported that pre-nursing tests are used and the interpretations of test results serve as tools for the selection of students.

This study revealed that the participating schools are employing student selection and admission policies which closely resemble the criteria proposed by the National League of Nursing Education.

Recommendations

It is recommended that:

1. A study be made of the means by which schools of nursing determine the mental health status and emotional fitness of prospective students.
2. A study be made in several schools of nursing which utilize standardized pre-nursing tests to determine how effectively these tests predict achievement in the school of nursing.

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APPENDIX A
QUESTIONNAIRE FOR A SURVEY OF
THE SELECTION AND ADMISSION POLICIES IN
DIPLOMA SCHOOLS OF NURSING IN OREGON AND WASHINGTON

The purpose of this questionnaire is to determine the selection and admission policies now in effect in the diploma schools of nursing in Oregon and Washington.

Circle the appropriate answers where "yes" and "no" occur. Complete the others as indicated.

1. Does the school have an admissions committee? Yes No

If answered "yes" indicate positions of persons who serve on the committee.

If answered "no" indicate who is responsible for the final selection of applicants for admission to the school.

2. Is the candidate's high school class rank used as a basis for selection? Yes No

If answered "yes" indicate the class rank requirement.

3. Are there any subject prerequisites?
(i.e., Chemistry) Yes No

If answered "yes" indicate subjects required and number of quarter or semester hours required.

4. What policy of selection prevails with regard to age?

Indicate minimum age: ____ years of age.

Indicate maximum age: ____ years of age.

5. Must the prospective student be a citizen of the United States? Yes No

6. Is a report of a physical examination (including chest x-ray) required before acceptance? Yes No

7. Is a report of a dental examination required before acceptance? Yes No

8. Are immunizations for the following required before acceptance?

smallpox Yes No

polio Yes No

typhoid fever Yes No

tetanus Yes No

diphtheria Yes No

Indicate others which may be required.

9. Do you accept married students? Yes No

10. Does the school utilize results of pre-nursing tests? Yes No

If answered "yes" indicate names of specific tests.

11. Are personal interviews required? Yes No

If answered "yes" indicate:

Title of Interviewer	Member of Admission Committee	
	Yes	No
_____	Yes	No
_____	Yes	No
_____	Yes	No
_____	Yes	No

12. What arrangements are made for tests and/or interviews if the candidate lives a considerable distance from the school?

13. Are character references required? Yes No

If answered "yes" indicate from whom references are required.

Please attach a copy of the application form in current use in your school.

Additional comments will be appreciated.

Thank you for participating in this survey.

APPENDIX B
COVERING LETTER
TO RESPONDENTS REGARDING THE QUESTIONNAIRE

Portland, Oregon

Dear Director,

Enclosed you will find a communication and a return postcard from Miss Dorothy Rademacher who is undertaking, in partial fulfillment of the requirements for a Master of Science Degree, a study of the admission policies in diploma schools of nursing located in Washington and Oregon.

Your school is invited to participate in this study. It will involve completing a simple questionnaire. We hope you will assist with the study. We are well aware of the time and effort involved in completing the many questionnaires received by schools of nursing today, accordingly both Miss Rademacher and I wish to express our sincere appreciation for your consideration of this matter.

Sincerely yours,

Lucile Gregerson
Assistant Director in charge of
Teaching and Supervision Programs

APPENDIX C
LETTERS TO THE DIRECTORS
OF THE SCHOOLS OF NURSING

2623 Southeast Ankeny Street
Portland 14, Oregon
February 28, 1958

Dear Director,

As a graduate student enrolled at the University of Oregon Medical School, School of Nursing, I am preparing a thesis in partial fulfillment of the requirements for a Master of Science Degree. Because I am especially interested in student selection and admission policies, I have defined my research topic as "A Survey of the Selection and Admission Policies of the Diploma Schools of Nursing in Oregon and Washington".

The purpose of this study is to analyze the selection and admission policies now in effect. It is hoped that this information will prove valuable in formulating criteria for the selection and admission policies in the schools of nursing.

I have prepared a questionnaire designed to collect the necessary data. It is my hope that you will be willing to participate in this survey. Please indicate your intention on the enclosed postcard and mail at your earliest convenience. All information will be considered confidential. A copy of the thesis will be placed in the University of Oregon Medical School Library and will be available for inter-library loan.

Sincerely,

Dorothy Rademacher

APPENDIX D
POSTCARD USED BY DIRECTORS TO
INDICATE WILLINGNESS TO PARTICIPATE IN THE STUDY

Miss Rademacher:

*I (am) (am not) willing to participate
in the survey.

Name of School _____

Director of School _____

Address of School _____

*Circle the appropriate.

APPENDIX E
MASTER TABULATION SHEETS

1. Does the school have an admissions committee?

School A	Yes
B	Yes
C	Yes
D	Yes
E	Yes
F	Yes
G	Yes
H	Yes
I	Yes
J	Yes

If answered "yes" indicate positions of persons who serve on the committee.

School A	Full time faculty members
B	Members of faculty
C	Director, Assistant Director, and three instructors
D	Director of Nursing Education, Clinical Instructor, three other faculty members, Director of Residence, Registration Clerk
E	Director of school, Education Director, Nursing Arts Instructor, Surgical Clinical Instructor

- School F Principal of the school, 2 instructors,
1 student
- G Nursing Arts Instructor, Science
Instructor, Student Health Director,
one other general area instructor,
Director
- H Director of Nursing, Director of
Nursing Education, Nursing Arts
Instructor, Counselor
- I Not indicated
- J Director of School of Nursing,
Assistant Director of School of
Nursing, 2 Clinical Instructors, Dean
of College, medical staff man, and
minister

2. Is the candidate's high school class rank used as a
basis for selection?

- School A Yes
- B Yes
- C Yes
- D Yes
- E Yes
- F Yes
- G Yes
- H Yes
- I Yes
- J No

If answered "yes" indicate the class rank requirement.

- School A Upper half
- B Upper 1/3
- C Upper half

- School D Must maintain at least a "C" Academic Average. Electives are not considered in computing this average.
- E Upper half
- F Upper half
- G Upper half
- H Upper half
- I Upper half
- J Students are not considered if they are in lower $\frac{1}{2}$ of class.

3. Are there any subject prerequisites?

- School A Yes
- B Yes
- C No
- D Yes
- E No
- F No
- G No
- H Yes
- I No
- J Yes

If answered "yes" indicate subjects required and number of quarter or semester hours required.

- School A English 3 years
Foreign language 2 years
Mathematics 2 years
Laboratory Science 1 year
- B Chemistry 1 unit
Math 1 unit
English 3 units
Social studies 2 units

- School D English 3 units
Mathematics 2 units
Social Science 1 unit
Natural Science 1 unit
- H Two years of Math (one in Algebra)
Three years of Science
- J English 3 years
Academic subjects 6 units

4. What policy of selection prevails with regard to age?
Indicate minimum age.

- School A 17 years of age
- B 17 years of age
- C 17 years of age
- D 17 years of age
- E 17 years of age
- F 18 years of age
- G 17 years of age
- H $17\frac{1}{2}$ years of age
- I 17 years of age
- J 17 years of age

Indicate maximum age.

- School A Depends on the individual candidate
- B 30 years of age
- C 35 years of age
- D 35 years of age
- E 30 years of age
- F 35 years of age
- G 35 years of age

School H 35 years of age

I 35 years of age

J 30 years of age

5. Must the prospective student be a citizen of the United States?

School A No

B No

C No

D No

E No

F No

G No

H No

I No

J No

6. Is a report of a physical examination (including chest x-ray) required before acceptance?

School A Yes ("including chest x-ray" was deleted)

B Yes

C Yes

D Yes

E Yes

F Yes

G Yes

H Yes

I Yes

School J Yes

7. Is a report of a dental examination required before acceptance?

School A Yes

B Yes

C Yes

D Yes

E Yes

F Yes

G Yes

H Yes (before admission)

I Yes

J Yes

8. Are immunizations for the following required before acceptance?

Smallpox:

School A Yes

B Yes

C Yes

D Yes

E Yes

F Yes

G Yes

School I Yes

*H Yes

School J Yes

*before admission

Polio:

School A	No	School F	Yes
B	Yes	G	Yes
C	Yes	*H	Yes
D	No	I	Yes
E	Yes	J	Yes

Typhoid fever:

School A	Yes	School F	Yes
B	Yes	G	Yes
C	Yes	*H	Yes
D	Yes	I	Yes
E	Yes	J	Yes

Tetanus:

School A	Yes	School F	Yes
B	Yes	G	Yes
C	Yes	*H	Yes
D	Yes	I	Yes
E	No	J	Yes

Diphtheria:

School A	Yes	School F	Yes
B	Yes	G	No
C	Yes	*H	Yes
D	Yes	I	Yes
E	No	J	Yes

*before admission

9. Do you accept married students?

School A If they have been married long enough to be adjusted to marriage and if they do not have too many home responsibilities.

B Yes

C Yes

D No

E No

F Yes

G No

H No

I No

J Yes

10. Does the school utilize the results of pre-nursing tests?

School A Yes

B Yes

C Yes

D Yes

E Yes

F Yes

G Yes

H Yes

I Yes

J Yes

If answered "yes" indicate names of specific tests.

- School A A. C. E.
- B National League for Nursing Pre-Nursing and Guidance Exam, The Adjustment Inventory-Hugh M. Bell, College Entrance Examination Board
- C Potts Test, given by Psychological Corporation of New York
- D Psychological Corporation Pre-Nursing Examination
- E A. C. E., Michigan Vocabulary Profile, Aptitude test for nursing, Kuder Preference Record, Mental Health Analysis, Otis S-A Test of Mental Ability, and General Science Test for Nurses-Hunt.
- F Smeltzer's of Temple University
- G Bernreuter Personality, Henmon-Nelson I. Q., Kuder Interests
- H Henmon-Nelson (Intelligence), Kuder (interest in nursing), George Washington University (Aptitude), George Washington University (Interest Series), Purdue (Dexterity), Mental Health Analysis (Personality)
- I American Council on Education Psychological Examination for College Freshman, Human Anatomy and Behavior Test, Scientific Ability Test, Nursing Arithmetic Aptitude Test, and Personality Characteristics Inventory
- J N. L. N. Pre-Nursing test, A. C. E. Psychological Exam, Otis Higher Exam, California Reading Test, and California Language Test

11. Are personal interviews required?

School A	Yes
B	Yes
C	Yes
D	Yes
E	Yes
F	Yes
G	Yes
H	Yes
I	Yes
J	Yes

If answered "yes" indicate title of interviewer and whether the interviewer is a member of the admissions committee.

		Member of Committee
School A	Director, School of Nursing	Yes
B	Faculty	Yes
C	Director One other faculty person	Yes Usually
D	Not indicated	
E	Director or Educational Director	Yes
F	Principal	Yes
G	Director or alternate	Yes
H	Director of Nursing Director, Nursing Education Counselor Nursing Arts Instructor (Alternate)	Yes Yes Yes Yes

		Member of Committee
School I	Director, School of Nursing	Yes
	One other faculty member	Yes
J	Director of School of Nursing	Yes
	Assistant Director of School of Nursing	Yes

12. What arrangements are made for tests and/or interviews if the candidate lives a considerable distance from the school?

School A Candidate must arrange to take N. L. N. Pre-entrance tests or have testing done at nearby college. Interview is arranged when the candidate can come here. So far this has not been a problem.

B Depending on test. Some must be given here at the college. In such case, students are invited to spend the night here. If tests can be given by another person, arrangements are made through minister, or school, or person so qualified in the vicinity of prospective student's home.

C They may take the test in the area in which they live. If they are otherwise acceptable, then they come for a personal interview.

D Applicants coming to school for pre-nursing exam are tested on that date. If distance is too great arrangements are made for interview after admission if all other data is satisfactory.

E Pre-entrance tests are mailed to a faculty member who administers the tests and returns them to (name of university) who grades them and sends them to us.

F This is no problem with us.

G Appointments made for both on same day.

- School H If possible, arrangements are made to take N. L. N. tests. In some instances, applicants are accepted on the basis of school record and references.
- I Notified of N. L. N. test given in nearest city or high school teacher is instructed in administering our pre-entrance test and materials are sent for this purpose.
- J Tests with exception of N. L. N. are administered at the college at the time schools starts. N. L. N. tests are given at various locations and results are forwarded. Interviews of students who come from some distances are not made. Extra recommendations are requested and students are selected from data we have in their folder.

13. Are character references required?

- School A Yes
- B Yes
- C Yes
- D Yes
- E Yes
- F No
- G Yes
- H Yes
- I Yes
- J Yes

If answered "yes" indicate from whom references are required.

- School A Five mature people who are not relatives, such as teachers, ministers, nurses.

- School B Employers, friends, teachers.
- C Employers, teachers, and pastor.
- D 2 from educators, 1 from clergyman,
1 other.
- E One from a former high school teacher,
two from people not related to the
applicant and who have known her for
three years.
- G High school teachers, high school
principal, minister, professional
person when possible.
- H 1 or more teachers (most recent),
neighbor or friend, pastor.
- I High school teacher, an employer, some
one in nursing profession if possible,
minister.
- J Minister, doctor, 2 from teachers,
2 personal.

Please attach a copy of the application form in current
use in your school.

- School A N. L. N. E. Form B-2-A
- B Use own form
- C Not indicated
- D Use own form
- E Use own form
- F N. L. N. E. Form B-2-A
- G N. L. N. E. Form B-2-A
- H N. L. N. E. Form B-2-A
- I N. L. N. E. Form B-2-A
- J N. L. N. E. Form B-2-A

Typed by
Freida M. Smith