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**COLLEGES FOR THE HANDICAPPED: COLLEGES THAT ACCEPT AND
HAVE SPECIAL PROVISIONS FOR HANDICAPPED CHILDREN**

by

GUY HAROLD MAHAN

**A Dissertation Submitted to the Faculty of the Graduate School of
Loyola University in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education**

February

1968

LIFE

Guy Harold Mahan was born in Lawrenceville, Illinois on January 13, 1927.

He was graduated from Lawrence Township High School, Lawrenceville, Illinois, in June, 1944; from Vincennes University, Vincennes, Indiana in June, 1946, with an Associate of Arts Degree; from Eastern Illinois University in Charleston, Illinois in June, 1950, with a Bachelor of Science Degree; from the University of Illinois in August, 1955, with a Master of Science Degree.

His professional work experience began with four years experience in elementary teaching in Lawrence County, Illinois. This was followed by seven years experience in special education at Lyons Township High School in La Grange, Illinois. He currently is Director of Special Education for the Leyden Area Public Schools in Suburban Cook County, Illinois.

ACKNOWLEDGEMENTS

The source of motivation for this work was the courage and determination of handicapped students to succeed in spite of their handicaps.

The following facilitated the writing with advice and technical assistance: Dr. Samuel Mayo, advisor, my advisory board and the Loyola Data Processing Center.

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CHAPTER I

PHILOSOPHY: COLLEGE FOR THE HANDICAPPED

In American democracy we are committed to the principle that all who can profit from an education are entitled to that education. The philosophy and the historical concept of the early schools was that everyone should receive an education. Among the religious and political traditions of America is the concept of the worth of the individual and the obligation of society for its handicapped members. The basic idea is to help the individual develop to his fullest extent, regardless of what his handicap may be. Every individual has the right to acceptance and development of his fullest potential. It is the responsibility of our educational institutions to provide the proper atmosphere for this development.

As early as 1817, the emphasis upon an education for the handicapped in the United States was manifested in the first school for the deaf at Hartford, Connecticut. By the early part of the twentieth century most states had established state institutions for the deaf and the blind. The vocational rehabilitation program passed by the Federal Government in 1920 now includes the handicapped.

Since 1947, every President of the United States has continued the President's Committee on Employment of the Handicapped. More than 600 organizations and individuals are working to support the President's Committee. Part of the Committee's Creed is: "I believe that the handicapped should be

given equal opportunity to choose and prepare for occupations commensurate with their abilities and their potentialities for learning and acquiring skills."¹

The purpose of the committee is to encourage a climate in which the handicapped will find equal opportunity and to promote employment of the handicapped.

For the handicapped, education is of a greater necessity than it is for the non-handicapped. In order to be economically independent, a handicapped individual must be well trained in the proper vocation. The vocation should emphasize his abilities, not his disability. "Handicapped" can be defined as a physical or emotional deficit which results in deviations from the expected norm. Alger and Rush report that:

The meaning of the disability itself to the handicapped, felt as an inferiority, is the source of feelings of shame and humiliation. Of course, in one sense the disabled person is inferior. His ability to engage in certain activities, and to perform certain functions is impaired depending on the extent of his disability. But this limitation of certain functions does not make him inferior as a human being. It is this latter feeling of lowered self-esteem and its companion feeling of now being the object of others' contempt, which are the result of neurotic distortion.²

The United States National Health Survey reports that twelve percent of

¹President's Committee on Employment of the Handicapped, "Employing the Handicapped." U. S. Government Printing Office Pamphlet O-732-085, (1964), p. 2.

²Ian Alger & Howard Rush, "The Rejection of Help by Some Disabled People," Archives of Physical Medicine and Rehabilitation, XXXVI (May 1955), p. 277.

the population are limited to some degree in their activities as a result of chronic disease or impairment.³ Recent studies have pointed up the apparent increase of incidence of handicaps in children.⁴

Much has been written on rehabilitation of the handicapped, but it is not our purpose to pursue that topic here. This dissertation will confine itself to college admission policies and facilities for the handicapped on the college campus.

Currently, every state in the United States has laws pertaining to the education of handicapped students.⁵ If a handicapped student has the intellectual ability and the desire to pursue college training, he should not be denied this goal because of his handicap. Mase and Williams conclude that: "College experience makes a very definite contribution to the occupational success and personal adjustment of the severely handicapped. . . success is not related to type of disability, extent of disability or age of occurrence."⁶

³President's Committee for Employment of the Handicapped, Rehabilitation Literature XXVII (October, 1966), p. 293.

⁴G. W. Melling & M. Katzenstein, "Increased Incidence of Malformations - Chance or Change?" Journal American Medical Association CLXXXV (February 22, 1964), pp. 570-573.

⁵Romaine P. Mackie and Lloyd M. Dunn, "State Certification Requirements for Teachers of Exceptional Children." U. S. Office of Education, Bulletin 1954, (No. 1 GPO, 1954), p. 82.

⁶Darrel J. Mase and Charles F. Williams, "The Assessment of College Experience of Severely Handicapped Individuals." University of Florida, unpublished study supported in part by a research grant from the Office of Vocational Rehabilitation, Dept. of Health, Education & Welfare, Washington, D.C. (1960).

The health professions have become increasingly more concerned with meeting the multiple needs of the handicapped students.⁷ The physical status of the worker is increasingly becoming of less significance. In an age of technological progress, physical impairments are becoming less of a deterrent to employment. We know that man can live with only parts of the anatomical body. If counseled into the right professions, he need not be vocationally handicapped, although he may be physically handicapped.

Since the fact that a man uses crutches, is blind, or works from a wheelchair, has very little, if anything, to do with his intellectual capacity, he should be given the opportunity for a higher education. For many disabled individuals the lack of a college degree or other specialized training may be the only real vocational handicap.

Every day the handicapped encounter physical obstacles or hazards in the streets and in public buildings. The crippled, for example, have trouble coping with such things as high curbs, long flights of stairs, slippery floors and unmarked doors leading to hazardous places, to say nothing of restroom facilities and telephone booths that are unusable by those in wheelchairs. All the obstacles mentioned so far are trivia compared to the one of unreasoning prejudice that denies the individual the opportunity to earn his living in accordance with his abilities and interests. Even the great resistance to allowing a blind person to teach non-handicapped children has lessened to the

⁷Mildred Sandison Ferner, "Handicapped Teachers," National Education Association Journal. LV (May, 1966), pp. 39-40.

extent that there are now over 200 of these teachers in the elementary and secondary schools in the United States.⁸ A major force in breaking down prejudice and extending opportunities for the education and rehabilitation of handicapped teachers has been the State and Federal Vocational Rehabilitation Program.

Several reasons have been advanced in favor of higher education for the handicapped. Perhaps the most common reason is based on the economic principle that it is more desirable to invest money in rehabilitation and return persons to tax-paying roles, than it is to maintain dependable disabled persons. Individuals with higher education are put in the advantageous position of competing for jobs that place a premium on mental rather than physical ability. The well-trained person has a better income and will pay taxes in proportion to that income.

Higher education is rapidly becoming mass education in the United States, and a college degree is comparable to a high school degree of many years ago.

Special facilities for handicapped students have been developed in elementary and secondary schools and a few colleges. Every year there are thousands of handicapped high school graduates who wish to attend college, if the colleges were prepared to accept and cope with their handicap.

A new attitude on the part of society to meet the needs of all children and mandatory laws in many states to provide classes for handicapped students

⁸J. R. Stifler, et al.: "Follow-up study of children seen in the Diagnostic Centers for Handicapped Children," American J. Public Health, LIII (November 1963) pp. 1743-1750.

will result in more handicapped high school seniors wanting to attend college. The European plan has been for more homogeneous grouping among handicapped students, whereas the United States plan has been to integrate the students into the regular classes as much as possible. It might be assumed that in the United States we are more inclined towards social adjustment for handicapped students.

It has only been in the past two decades that an adequate elementary school program has been developed for the majority of handicapped students, if taught by specifically trained teachers and some use of specialized facilities, can learn and become useful self-supporting citizens rather than being supported by society.

It is conservatively estimated that for every two capable students who enter college, a third equally capable student does not enter college. It is also conservatively estimated that a large segment of our population--estimated from ten to fifteen percent--is so disadvantaged culturally, economically, racially and socially, that they are unable to profit adequately from the regular education program of this country. Of course, it is not believed by this writer that everyone should attend college, and perhaps we have too many people attending college who do not have a specific goal in mind. But for those disadvantaged students who are capable of attending college and have the desire, special provisions should be made at a very early age. Analogous to this is similar special provisions should be made for those handicapped students that would like to attend college.

Educators generally agree that physically handicapped persons should have the same opportunity for higher education as do the able-bodied. However, in

the past, some institutions discouraged capable handicapped students from enrolling because of the lack of special facilities and services on the campus.

CHAPTER II

COUNSELING AND GUIDANCE FOR THE HANDICAPPED COLLEGE STUDENT

Before selecting a college, a handicapped student should come to some understanding about himself. He should be rather definite about what he wants out of life and what role he can expect college to play in fulfilling this desire. He should be reasonably clear as to his abilities, and he should be realistic concerning his handicap. His parents should be realistic in choosing a college depending upon their financial means for four years of advanced education. The handicapped student who is not financially able to attend college through family income and resources may obtain services through his state program of Division of Vocational Rehabilitation. This will be discussed in a later chapter. The following are some areas which will tend to foster success of a freshman in college:

- 1) Counseling
- 2) Good academic preparation
- 3) Proper facilities on the college campus
- 4) Being able to adjust to the factor of leaving his home and community
- 5) Ability to adjust to cultural changes
- 6) Training in the discipline of good study habits and personal freedom

College admission, at best, can be regarded as a series of hurdles and complex events. It begins at an indeterminable point. It probably begins before the child can remember, with the planning, ideas and desires of the parents. A more formal designation is probably made in the early years of

high school when the student makes the decision to attend college by the type of high school courses for which he registers. At a later date in high school the type and location of college choice is a decision. One should always consider the motives a student has for wanting to attend college; this should be even more true in the case of the handicapped student. There should be adequate guidance, planning and soul-searching as to the reasons a handicapped student wants to attend college. The parents should be an integral part of this planning.

We must remember that being a new freshman student, especially in a large college or university, can be a traumatic experience. Fear of the unknown and the ambiguous is a psychological fact. For the handicapped students, additional adjustment problems can be expected. It would be hoped that the information and training the handicapped student needs in order to make a satisfactory social, personal, and academic adjustment to college would be a part of his personality and early training.

The main objective of college counseling is for the student to have reasonable understanding of his educational abilities and aspirations, in that his aspirations should correlate with his academic potential. All too frequently students attend college because their parents attended college, or their friends are attending college, or it is just the thing to do. It can be assumed that a corresponding number of handicapped students attend college for the same reasons as non-handicapped students attend college. Perhaps indeterminable is the amount of information pertaining to college guidance that is currently available and being used by high school counselors, parents, students and high school teachers; the latter may not formally be guiding the

student, but informally they very often do. As constructive information is not always available for the average student going to college, it is even less available and perhaps even more confusing for the student who has a handicap. Information is not available as to how well known Gallaudet College of Washington, D. C., is as the college for the deaf only, but the facts are that there are more deaf students attending other colleges than there are attending Gallaudet College.

The high school counselor or the college admissions officer should not influence the handicapped student to set his sights too high or too low. Counselors should obtain as much information as possible as to the potential and limitations of a handicapped student before advising him on a vocation. A rapidly developing technology and two world wars have emphasized the need for vocational counseling. All four, the college counselor, the high school counselor, the handicapped student, and his parents should be realistic in the goals of the handicapped student applying for admission to college. The overall college shortage problem is caused, in part, by the fact that students have difficulty in getting into the college of their first choice. As a result many students will apply to several colleges, which adds to the admissions problem. Added to this is confusion of entrance tests that are required by the colleges. The endless application forms and the uncertainty of the student as to whether he will be accepted by his first choice creates a real dilemma. For hundreds of our young people we have made college admission a traumatic experience. We have created unnecessary tensions, and there is little doubt we have seriously damaged learning achievement during the senior year in high school. It is little wonder that parents, students and high

school counselors have been confused by multiple procedures, with each college having different requirements and each having its own idiosyncrasies. Assuming that the average student has difficulty in selecting a college, it is easy to understand that the high school graduate who is handicapped will have even greater admission problems. First of all, the admissions counselor is probably not prepared to realize the significant problems of a deaf student, a blind student, a physically handicapped student, or a student with an emotional problem who may have functioned relatively normal in high school while living at home. Some admission policies tend not to admit but to reject. The Bronx Community College and City University of New York have developed a program of expanding educational opportunities for the disadvantaged, using the following premises:

- 1) "Results of conventional standardized admissions tests are not the best or only indicators of potential to succeed in higher education.
- 2) "Motivation is a most significant factor.
- 3) "The size and pace of a student's program may determine success."¹

The outstanding success of Bronx Community College and City University of New York with the culturally disadvantaged gives additional encouragement to the handicapped student, who may have many similarities to the culturally disadvantaged.

The College Entrance Examination Board reports: Scores on the Scholastic Aptitude Test, as on some other tests of its kind,

¹Morris Meister and Abraham Tauber, "Experiments in Expanding Educational Opportunity for the Disadvantaged," Phi Delta Kappa, XCVI, (March, 1965), p. 340.

may misrepresent the learning ability of the students whose educational experience, in or out of school, has been significantly different from that of the majority of the students who take the test. This misrepresentation may lead to educational decisions about these students that are both incorrect and incompatible with American ideals.²

A college-finding service kit that uses computers to help a student select a college has been developed by a non-profit educational research corporation of Cambridge, Massachusetts. A student marks his preference, such as location, size, course offerings, and costs; this information is fed into a computer, and the computer then lists schools to match the demand. The average printout list is between twenty and thirty colleges. A total of 2850 program school profiles are stored in the computer.

Handicapped students who plan to attend college may be asked to take the College Entrance Examination Board test. More than 500 colleges use this test. Many other colleges use parts of the test and test scores in making evaluations of prospective students. It is important that high school counselors are aware that there are special college board tests for those handicapped students who are planning to attend college. One part of the College Entrance Examination Board test is a writing sample. Another part is an achievement test. Another part is the Scholastic Aptitude Test, which measures a student's verbal and mathematic ability. The tests give the college an idea of how the student will function in college, compared with

²College Entrance Examination Board, "Interpreting the SAT Scores of Educationally Disadvantaged Students" Pamphlet, Princeton, N. J., (1965), p. 3.

students they have had previously. Those students who have vision problems may take the regular size edition test and work at their own speed. Those students who cannot read the regular type and are more familiar with large type editions may take the test in large type print. For those students who are blind, the tests are available in a braille edition. Those students who cannot read braille and are unable to use the large type print may have the test read to them. It is not necessary that the test for the visually handicapped student be taken on the same date of the nationwide college board test. The test may be supervised by any school administrative officer or director of testing. It is the responsibility of the student to provide someone to write down the answers, if such a person is needed. The student may type his writing sample if he wishes; however, an amanuensis must be provided to copy the essay on the regular form provided. It is apparent that the College Entrance Examination Board has done everything possible to give adequate testing conditions for visually handicapped students. High school counselors should take advantage of these special facilities for visually handicapped students.

Special facilities are also provided for the physically handicapped student. Again, a special room will be provided for the student, and he may use a typewriter; if he has difficulty in writing, as does a cerebral palsy victim, he may provide someone other than a relative, to copy or write his answers for him. It is not anticipated that hearing handicapped students will present any special problems of test administration. However, on time factors the test administrator should specifically stop the student who has a hearing problem. It would be well if the hearing handicapped student were notified

that the test administrator will stop him at the close of the test; otherwise he might lose time while watching the test director or other students to observe when the test period is over.

It is interesting to note that information provided by the College Entrance Examination Board shows that statistically the scores of visually handicapped students are the same as scores of non-handicapped students. It is also interesting to note that there is no relationship between the amount of time spent on a test and the scores. The data indicate that these scholastic aptitude tests predict college grades for visually handicapped students about as well as they do for non-handicapped students. One may assume that the results of the testing of handicapped students indicate that the students are at least able to do this well. If a student takes the examination in braille, it is obvious that the results will be based partially upon his ability to do braille reading. Many students are able to read braille better than others. Some students have had limited training and some have had unqualified instructors. In analyzing the results of students' tests the testing conditions and the seriousness of the handicap should always be taken into consideration.

The American College Testing Program now has a student profile section which gives to colleges concise information on students. The information includes the ACT test scores, high school grades, and information concerning the student profile section. This profile will provide a comprehensive description of the academic and non-academic potentials, aspirations, plans, and other characteristics of each class. These summaries will help keep colleges informed about the students when they have admitted.

The Advanced Placement Program, which is now over ten years old, is a cooperative program of selected high schools and colleges, which has developed various courses, which can be taken in high school for college credit if the student can pass an examination prepared by the College Entrance Examination Board. This program offers students an opportunity to complete some of their college work in high school; or we might say that it prevents the student's having to repeat some of his high school work in college. The quality of high school programs throughout the United States will vary greatly. The Advanced Placement Program is another example of how colleges are trying to meet the needs of individual students.

The college may wish to have a special counselor for the handicapped students. Handicapped students have the same type of adjustment problems that non-handicapped students have. In addition, they may have additional problems connected with their handicap. A disability may affect the individual's behavior, attitude, emotional response, recreational interests, family and social life. Counseling provides an opportunity for the handicapped student to improve his understanding of his interests, abilities, and aptitudes. By this counseling process the handicapped student should gain enough insight into his abilities and interests to enable him to follow realistic goals and to develop to a logical conclusion of vocational choice. It must be emphasized that it is not always the disability itself, but the individual's reaction to it which must be measured and considered as an integral part of educational and vocational planning. The problems of the handicapped student adjusting to college might be comparable to some of the problems foreign students face in the way of language barriers, personality

factors, cultural factors, and acceptance on the college campus.

Historically, classes in special education have been more numerous and more homogeneous, and we have probably had a better program, in the cities and the urban areas than in the rural areas. The remoteness of the region and the complexity of the problem of providing adequate service usually is correlated highly with less available research and fewer qualified teachers and administrators. As a result, the handicapped student from the less populated and the rural areas will probably be less well trained and less qualified to attend college than the handicapped student from the urban areas.

In a study to improve the academic performance of anxious college freshmen, a group counseling approach was organized for the prevention of underachievement. The results indicated that students who regularly attended counseling groups made higher grades; also, there were fewer drop-outs among the students who regularly attended than among students who either did not regularly attend or who were assigned to the controlled group.³ If counseling is helpful for non-handicapped students, it would appear to be advisable for all handicapped college students to have regularly scheduled counseling sessions until the student and counselor are positive the student is no longer in need of close supervision by the college counselor. The handicapped student may progress into "occasional counseling"⁴ which is the process of helping the individual to ascertain, accept, understand, and apply irrelevant

³Charles Spielborter and Henry Weiss, "Improving the Academic Performance of Anxious College Freshmen," Psychological Monographs, LXXVIII (Number 590, 1964), pp. 1-20.

⁴Donald E. Super, Appraising Vocational Fitness, (New York: Harper & Bros., 1949 p. 3.

facts about himself to the pertinent fact about the occupational world; this is ascertained through incidental and planned exploratory activities. Bozarth & Muthard found that "cerebral palsied high school students do not receive more guidance and counseling than non-impaired students, but do utilize college counseling services more often and seek and use different sources of help."⁵

In additional studies of cerebral palsied students, Muthard found the following:

The cerebral palsied's attitudes were much like those of other college students. The major differences appeared to be the use of projection and compensation mechanisms to deal with the reality of their social and psychological situations. . . there is a special need for counseling and advisement for cerebral palsied enrolled in or contemplating college studies.⁶

In discussing guidance and counseling for handicapped students there are different areas for consideration. The personality and self-concept is the first one usually considered. Part of this is the emotional and social aspects. In planning for college we should also consider the cognitive and the vocational areas. Vocational guidance for the handicapped should be a long range project. Unfortunately, some professional personnel are so engulfed with the handicap, rather than with the student per se, that it is forgotten that the student is first a student and secondly a student with a

⁵Jerold D. Bozarth and John E. Muthard, "Some Sources of Help Utilized by Cerebral Palsied College Students," The Cerebral Palsy Journal, XXVII (March-April, 1966), p. 10.

⁶J. E. Muthard, "Attitudes of Cerebral Palsied College Students Toward College and Their Education," Journal of College Student Personnel, V (April, 1964), pp. 202-209.

handicap. An early objective should be to get the student to accept himself as he is and learn to compensate for the handicap he has. To improve planning for the handicapped college student, the counselor should become a full member of the team, along with the medical doctor, therapist, teachers, psychologists, and others involved.

CHAPTER III

THE DEAF COLLEGE STUDENT

It is very difficult to draw a line of distinction between those persons who have normal hearing and those who have hearing losses. It is even difficult to make a scientific diagnosis between the hard of hearing and the deaf. For our purposes here we will assume that any student who cannot function at a relatively normal level with a hearing aid will be classified as having need of special assistance. There are varying degrees of hearing loss. One individual with a certain hearing loss might be able to function better than another individual with that same loss. There are many facts contingent upon the loss. Such factors are the age of onset of the loss, intelligence, and the amount of training; and, of course, motivation always plays an important part in any educational goal. Simply stated, the deaf are those persons who have a hearing loss sufficient in degree that they cannot function adequately in the ordinary purposes of life.

The U. S. Office of Education estimates that there are approximately thirty-seven thousand school age hearing impaired children in this country. Approximately 3,000 deaf students above the age of sixteen leave or graduate from state and local schools and classes for the deaf every year. Few students finish their secondary education adequately prepared in speech and lip reading to permit them to have success in college without specialized assistance. The percent of deaf students who are able to attain college

entrance is only one-tenth the percent of those with normal hearing who get into programs of higher education.¹ It is no surprise then to find that seventy-five percent of the deaf men and sixty percent of the deaf women are employed in skilled and semi-skilled occupations rather than in the professions.²

The Advisory Committee on the Education of the Deaf, appointed by Anthony J. Celebrezze, Secretary of Health, Education and Welfare, in 1964, recommended that the Department of Health, Education and Welfare be the center of responsibility for the education of the deaf and that a permanent national advisory committee on the integration of the deaf be appointed. Its responsibility should include 1) helping to develop a system for periodic assessment of progress and identifying problems in education of the deaf, 2) identifying emerging needs, and suggesting innovations that might improve educational prospects of the deaf, 3) suggesting promising research areas to the Federal Government and advising the Secretary on emphasis and priorities among programs, 4) the committee should include representatives of educators both of the deaf and hearing and not of the deaf alone. Each should be selected as individuals, not as institutional representatives. The committee should make creative contributions, not serve purely as a watchdog on conventional programs.³ This committee has recommended the need for early

¹S. M. Bushnaq and J. D. Schein, "Higher Education for the Deaf in the United States - A Retrospective Investigation," *American Annals of the Deaf*, CVII (1962), p. 416.

²S. C. Bignor and A. S. Luide, Occupational Conditions Among the Deaf (Washington, D. C.: Gallaudet College Press, 1959), p. 2.

³Doris L. Morton, "Education of the Deaf," Journal of the American Speech and Hearing Association, VII (April, 1965), p. 110.

diagnosis, a true high school education, expanded vocational program, a better supervised and more organized elementary program of deaf education, and more federal support for research. This National Advisory Committee should bring nationwide structure and leadership to the education of the hearing handicapped.

In a survey of deaf students who had gone to high school and college with hearing students, the following three personal comments are interesting.

I found that I had to struggle much harder academically as well as socially, than the average hearing student.

A deaf student is a student, regardless of being deaf. You are still expected to meet the same qualifications as hearing students, including taking part in class discussions and the sooner I realized this, the better off I was.

There are many setbacks facing the severely handicapped person in a hearing college, but the rewards are great.⁴

Presently, there are elementary school classes for the deaf, classes for hard of hearing, classes of combined deaf and hard of hearing, deaf students integrated into regular classes, residential schools, private day schools and a host of others, (some make-shift educational programs), for the hearing handicapped. Each student must be evaluated individually and his progress will be determined upon proper training, degree of hearing loss, and the age at which training began. All of these things must be taken into consideration before preparing a college program for a student with a hearing handicap.

⁴George W. Pellendorf, "Deaf Graduates of Schools for Hearing," Volta Review, LXVII (January, 1965), p. 30.

The Volta Review, a journal concerning deafness, conducts an annual survey of deaf students who graduate from high school and college with hearing students. Their conclusion is that the degree of hearing loss is not necessarily the sole factor determining success in the hearing world. "This group of young people is representative of any cross section of American Society. Some find the academic world an exhilarating challenge, others feel they suffer from unfair treatment and prejudice."⁵

Brounig reports that deaf men and women may successfully attend college and universities with their hearing contemporaries when they are academically and psychologically qualified to do so. An effective oral education utilizing lipreading and speech at the primary and intermediate levels is mandatory, while attendance in secondary schools with the hearing is a prime prerequisite to success in college with the hearing.⁶

The only college in the United States that is exclusively oriented for deaf students is Gallaudet College in Washington, D.C. It is strictly a liberal arts college and is open only to superior deaf students through competitive examinations. Students who are not accepted at Gallaudet have to accept placement in other colleges for hearing students or not attend college. One advantage of a deaf student's attending college with the hearing is that the deaf can learn to compete with the normal student, which will later be

⁵George W. Fellebdoerf, "Deaf Graduates Among Hearing Graduates," Volta Review, LIX (September, 1963), p. 363.

⁶H. Latham Brounig, "An Analysis of a Group of Deaf Students in Colleges With The Hearing," Volta Review, LXVIII (January, 1965), p. 17.

required of him in the vocational world.

Mueller, a counseling psychologist at Gallaudet College, reports that deaf students at Gallaudet College possess the following characteristics:

- 1) The results of aptitude tests and the counselor's direct advice are the primary tools for a vocational choice.
- 2) They have a greater lack of experience and knowledge of the world of work.
- 3) They seem to have a more severe feeling of inadequacy associated with job performance and a greater dependence on others.⁷

Hard of hearing students have a basis of understanding of vocations because they have been more exposed to the work world and have gained specific details about occupations. Since deaf students have difficulty gaining this type of experience, they are less able to participate in an active role for vocational counseling. Therefore, it is necessary to expose the deaf student to more written information concerning vocations. Another method is occupational films. Another source of information is a workshop type of course where different vocations can be studied. In some instances the student may visit and observe first hand the type of work the different vocations offer.

In 1961 a special program was developed for deaf students at Riverside City Junior College in California. A full time instructor and director was employed. The college provided a house to be used as a Center for the Deaf. The instructor's offices and the classrooms for the special subjects taught to the deaf student were located in the Center. Since the establishment of the

⁷John Mueller, "Vocational Counseling and Guidance of Deaf College Students," Exceptional Children, XXVIII (May, 1962), p. 501.

Center for the Deaf, efforts to coordinate the program have become localized and the students feel more "at home." In addition the center makes it possible for the instructors to carry on individual counseling with each student in the academic and extra curricular areas.

Idaho State University School of Trade and Technical Education and the academic colleges recently undertook a study to determine the effectiveness of comprehensive trade, technical, and academic programs for the rehabilitation of educable young adults with severe hearing losses.⁶ The project was undertaken to determine if existing educational facilities would be conveniently, economically, and effectively adapted to the teaching of hearing impaired students without affecting the value of courses to students with normal hearing. The results of this study indicate that many hearing impaired students can successfully adapt themselves to a college program, provided there are adequate communication processes available. One of these is a tape recorder. Class lectures can be taped for blind and partially sighted students, then can be typed and duplicated for deaf students. Laboratory periods can be provided with assistants who have normal hearing; or provision could be made to pay someone for this part-time work. Tutoring by the faculty should be provided when possible. Adequate facilities should be provided for students to listen to tapes. Preferential seating should be given to all blind and deaf students. Also, amplification units and head sets should be provided in some classes for the deaf.

⁶Edward W. Rooy, "Learning to Earn a Living," The Optimist, XLV (January, 1965), p. 2.

The National Technical Institute for the Deaf Act of 1965 promises to be an outstanding contribution to the training of the deaf. This act authorized the establishment and operation of a co-educational residential facility for post secondary technical training and education for persons who are deaf.

President Johnson said, "This institution will help meet the needs of hundreds of deaf young people, both students and adults who want to be and can be trained for various technical operations and placed in very useful careers."⁹

Deafness is not and need not be regarded as the handicap that men thought it was in the past. Given the opportunity to learn and prepare themselves, the deaf can fill a vast number of useful and important positions in industry and professions throughout our society. This program is geared toward technical vocational education and training, and toward providing an environment which encourages students to achieve a high degree of personal development and a sense of social responsibility; however, it also will provide the opportunity for continuing higher education for those who qualify. This new proposal will not be an institution alone, but will be attached to major universities and colleges throughout the country. It is anticipated that many major universities will have a national technical institute for the deaf as a part of their university or college. In addition to academic and technical instruction and instruction in communication skills, such correlated services as needed will be provided. These will include counseling programs,

⁹William H. Perkins, "President Johnson Signs Act." Journal of the American Speech & Hearing Association, XVII, July, 1966), p. 284.

audiological services, a physical and mental health program and a comprehensive placement program.

The First National Technical Institute for the Deaf will be established at the Rochester, New York, Institute of Technology. Expected to open in 1969, the institute will offer post-secondary technical and scientific education to some six hundred deaf students. Available to the deaf students will be the full curriculum of Rochester Institute of Technology, which runs from the two-year Associate in Applied Science through the Master in Science and Master in Fine Arts degrees; also available will be special counseling, instruction and facilities designed to overcome the communication barrier. The Institute will be a counterpart to the present federally--supported Gallaudet College in Washington, D. C., which offers a liberal arts program for the deaf.

CHAPTER IV

THE BLIND COLLEGE STUDENT

Blindness is defined as visual acuity of less than 20-200 in the better eye with corrective glasses. In layman terminology this means a person is said to be blind if at a distance of twenty feet he cannot see that which a person with normal vision sees at a distance of 200 feet. There are many degrees and various types of blindness. From individual to individual the degree varies considerably. Some individuals are able to see forms in daylight. A few blind persons are able to perceive and avoid obstacles by change of pitch as they approach an object. This obstacle sense seems to be apparent in some individuals more so than others.¹ It will be necessary for some blind students to use a seeing eye dog. Other students with proper training of a "white cane" can learn to get along on a college campus quite well. Before a blind student is admitted to college he should be able to travel about the campus with a cane or with a seeing eye dog. If he has no orthopedic impairments but has not learned to be self-sufficient in travel, there are agencies and training centers where he can learn this before he enters college.

¹Carol H. Ammons, "Spatial Vision" American Journal of Psychology, LXVI (1953), p. 619.

Blindness and visual disability, instead of becoming rare in an age of progress, are becoming more common. Private and state schools for the blind and public schools are reporting an increase in classes for the visual impairment. This is predominately because special classes are now being organized. Though a large group, the blind are a widely scattered community of individuals, who are often isolated from the experiences of others. John Wilson, Director of the Royal Commonwealth Society for the Blind, indicates that the current world blindness rate is one-half of one percent of the population.

Many of the ocular diseases are not considered as serious yet still debilitate thousands of persons. Many of the diseases may potentially cause blindness. There are still many persons who do not have the proper low vision aids, and there are those who will not use an aid for sustained periods, so large print texts are still enjoying popularity and usefulness, yet to supply all books in large print would not be economically feasible. The most expensive lens for the low visioned, enabling the individual to read any and all print, would be inexpensive by comparison. As most practitioners become familiar with the use of low vision aids and train to prescribe them, reading acuity disability will be reduced precipitously.²

In a study of colleges of New York State in 1960, Margaret E. Condon reports that a questionnaire was sent to 160 institutions of higher education

²Richard E. Hoover, "Vision: The Most Valuable Sense," Wilson Library Bulletin, XL (May, 1966), pp. 818-823.

in the State of New York. Ninety-eight colleges returned the questionnaire and twenty-four of these colleges had blind students enrolled. In the twenty-four colleges there were fifty-four blind students enrolled. There was no consistent pattern in services offered by these twenty-four colleges, other than that they all apparently were doing the best they could for the blind students. Most of the colleges offer reading service: they provide readers for college examinations: some of the colleges provide reading cubicles, soundproof reading rooms, and storage space for equipment. Concerning admission requirements, most of the colleges use the College Entrance Examination Board scores, high school averages, and personal interviews. Nineteen of the twenty-four colleges cooperated with the State Vocational Rehabilitation service.³

It is encouraging to note that the grade averages of the blind college students compare favorably with those of sighted students in most colleges of the United States.⁴

The American Foundation for the Blind is a private nonprofit agency established in 1921 to carry on research, collect and disseminate information, on matters that will improve and strengthen services to blind persons. The offices of the foundation are located at 15 West 16th Street, New York, New York. The American Printing House for the Blind, located at 1839 Frankfurt

³Margaret E. Condon, "College Students in New York State," *The New Outlook for the Blind*, IV (June, 1961), p. 211.

⁴Durham Carter, How to Use Educational Recordings Effectively, (New York, N.Y. Recording for the Blind, Inc. 1965), p. 3.

Avenue, Louisville, Kentucky, is supported in part by the Federal Government and specializes in large print and books in braille. Another organization is the Recording for the Blind, Inc., 121 East 58th Street, New York, New York. Recording for the Blind is a national non-profit organization that has only one objective: to help blind persons to become self-supporting and productive members of their community. Its main objective is to help blind persons get an education or advance themselves in their profession or occupation. The Recording for the Blind organization will record any educational book free of charge at the request of the student or the instructor. Most of the users of these services are in high school or college. The books can be recorded on tape or discs and will be sent to the student upon request. It is also possible for the student to get a record player at no cost through the Recording for the Blind Organization. Listening to the tapes or records is about three times faster than an accomplished student reading braille. Many blind students have not mastered braille; therefore it is usually easier to use tapes and recordings.⁵

The guidance counselor can assist the blind student by introducing the Recording for the Blind service to him. He can help him to obtain the machine, to learn to play the tapes, to obtain information on current catalogues and recording books available, and he can assist the student in getting his first recorded book. Perhaps one of the greatest services will be to determine in advance the textbooks to be used in college and then the

⁵Burnham Carter, How to Use Educational Recordings Effectively. (New York, N.Y. Recording for the Blind, Inc. 1965). p. 7.

student can arrange to have the textbooks placed on tape. There should be at least six weeks notice for this.

In using the recording it is recommended that the student listen to the recording twice. At the first listening the student should be relaxed; he should listen at ease and get the general structure of the chapter. On the second listening the student should be more interested in specific portions, and he may want to re-run these portions. At this time he may wish to take notes. He may take notes in braille, or he may take written notes and have someone read these to him, or he may take notes on a recording machine. The usual methods of study, such as having a quiet place, being organized, and having all necessary equipment would apply to the blind student in studying as well as the sighted student. If a student cannot write braille easily, he may wish to take a few written notes in the classroom and have someone record these on tape, or he may wish to put the notes on tape immediately following the class before he has a chance to forget them.

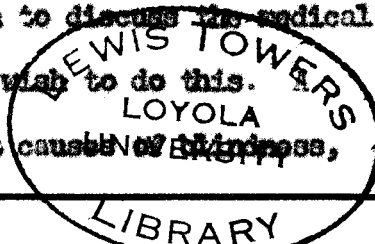
When the information is required before the material can be taped, as with special supplemental reading such as periodicals, reference journals, and parts of textbooks it will probably be necessary to employ someone to read this information to the blind student. For financial assistance the State Division of Vocational Rehabilitation should be contacted.

In order to better facilitate the transition between high school and college, the Chicago Lighthouse for the Blind, an organization to help visually handicapped persons, has established a college preparatory eight-week summer program for college freshmen. The transition from the family home to being away at college can be a serious adjustment for the average

college freshman. For the blind student it can be an even more serious adjustment. He probably has had a sheltered environment and has become very familiar with his environment; he will perhaps need a great deal of help in order to make a break from his home community. The summer program is a dry run to help with the adjustment of college. The students live in a university residence hall which gives them an idea of living on their own. They must learn to keep their rooms in order, handle their money, arrange for food, and make plans for their free time. Students are taught to operate a washing machine and to iron a garment; they also learn to take care of personal needs. There is an orientation and travel-training program; it includes getting acquainted with grounds and buildings, using escalators, revolving doors, and public transportation. Recreation is considered a part of the program which includes an introduction to sports, such as bowling, swimming, and dancing. They are given instructions on adjusting to the academic life of college. These instructions include note-taking, preparation of English papers, a review of mathematics, instruction in typing, instruction in using braille and recorded materials. Explanations are given on the use of the college catalogs, extracurricular activities, counseling services that may be available on the campus, and the use of library facilities. One of the greatest advantages is the use of group counseling sessions; there students talk about their problems and find that what they consider individual problems are very similar to the problems other blind students have.⁶ There

⁶Interview with Miss Herron, Associate Director, Chicago Lighthouse for the Blind, September 29, 1966.

is encouragement for the blind student to develop the self-reliance and discipline so essential to success on campus. Of course, it would be a greater advantage if this orientation program could be conducted in the same city and on the same campus where the student will attend college. Perhaps in the future when there are sufficient blind students on a campus, this program could be conducted on the campus of the college the student will attend. We have often heard that we should treat handicapped students as we treat other students. This writer believes this is especially true for the blind student. The blind student will have to compete with sighted persons in his chosen vocation. So he must learn to compete with them during college. During examinations, the questions may be read by a third party and the answers recorded by this person. If it is an essay type examination, the questions can be read by the student and he may type his answers. Every blind student should be able to type proficiently before entering college. It should be remembered that a student goes to college to learn a specific vocation; anything that keeps him from learning this vocation will harm him when he gets out into the work world. A blind student should not be counseled into taking easy courses or courses that may appeal to him that are not in his major area. If he cannot handle the course work, then he should consider changing his vocation. Counselors who are not familiar with problems of the blind should be quite natural with the blind student. Conversation can be natural avoiding the word blind or seeing. The blind student may wish to talk about social problems that he has, or he may wish to discuss the radical aspect of his handicap. However, usually he will not wish to do this. Counselor should be cautioned against commenting about causes of blindness,



or the medical aspects of blindness, or the possibility of the student regaining his sight. A counselor should not hold out any hope that the student will regain his sight nor should he discuss any similar case with which the counselor might be familiar. The medical aspect should be discussed by the counselee with his physician. The blind student is an individual with his own distinct personality. He will be interested in the same things in which other college students are interested.

Chevigny reports that because of the blindness, blind students generally have difficulty in making new contacts, difficulty in making certain adjustments, and sometimes draw into a fantasy life.⁷ Many blind individuals have difficulty in discussing their feelings and emotions. Group counseling is very helpful for them; it enables them to discover that other blind students have similar problems.

⁷Hector Chevigny, The Adjustment of the Blind, (Connecticut: Yale University Press, 1950), p. 320.

CHAPTER V

THE PHYSICALLY HANDICAPPED COLLEGE STUDENT

There have been more research studies conducted concerning the physically handicapped attending college than the blind or deaf attending colleges. The problems of the physically handicapped are not usually academic problems as is usually the situation with the blind and deaf. The problems of the physically handicapped are organizational problems such as living accommodations, transportation on campus, and difficulty getting into buildings and climbing stairs. "A physically handicapped college student is one having activity limitations ascertainable by a physician and other professional personnel which affect his functioning on the campus to such a degree that one or more special services not offered to other students and/or intensified existing services are required for his continued successful functioning, academically and/or socially."¹ The primary concern of this study is for those handicapped students that need some special consideration in order to adjust to and profit from college.

Two individuals with somewhat equal physical handicaps may not be able to function equally well in areas of mobility. The age of onset of the disability, the acceptance on the part of the individual and his family, the

¹Herbert Rusalem, Guiding the Physically Handicapped (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 3.

actual physical condition, the medical implications of whether the prognosis is good or poor, all of these will affect the individual's ability to manipulate on a college campus.

One of the reasons why it is important for a handicapped individual to attend regular college is that in all likelihood he will spend the rest of his life with non-handicapped individuals in professional work and social climate. It is educationally unsound, financially unsound, and philosophically unsound to think of developing special schools or colleges with enrollments limited to handicapped individuals. We must remember that handicapped individuals are more like the non-handicapped than they are unlike the non-handicapped.

Following World War II, when there were thousands of physically handicapped soldiers seeking employment and entrance to the college campus, the American public became more aware of and helped to provide more opportunities for the physically handicapped. Public law number sixteen, passed by the 78th Congress in 1946, provided financial assistance and vocational guidance for disabled veterans. The Federal Vocational Rehabilitation Act of 1954 increased funds for higher education of handicapped students. One of the main objectives of the Division of Vocational Rehabilitation has been to help train handicapped persons to become employable. All too frequently we have severely handicapped college graduates with no saleable skill. Vocational guidance for the physically handicapped should direct the student into a vocation which emphasizes his abilities. The important thing is not the handicap but the reaction of the individual to the handicap. The healthy attitude toward a handicap must be a realistic attitude. The handicapped student should not totally ignore his disability and, of course, should not dwell on the subject.

The handicapped student must learn to adjust to and live with his handicap. A college education might aid in this task. No man is handicapped who has the courage and perseverance to find and hold his respected position among his fellow men. A college education should aid in the task of courage and perseverance.

Strom reported that (1) the handicapped veteran presented no problems different from the non-handicapped veteran; (2) the handicapped veteran distinguished no social problems or academic problems different from the non-handicapped student; (3) the handicapped veterans made effective adjustments to their college programs.²

One of the earliest studies of facilities for physically handicapped students on the college campus was by Gitnick in 1944. Gitnick found that many of the responses were ambiguous and that the admission policies were not consistent. Of the institutions studied only five percent had adequate elevator service, two to three percent had ramps, fourteen percent had hand-rails, and less than two percent provided campus parking facilities for the disabled student. Forty-four percent of the 320 colleges studied had no records of the number of physically handicapped students on their campus.³

In 1952 Zundell made a study of 119 colleges on policies and practices of

²Ralph J. Strom, The Disabled Veteran of World War II (Washington, D. C.: American Council on Education, 1950), p. 61.

³Dorothy Gitnick, The Physically Handicapped Student in American Colleges and Universities, (New York, New York Department of Investigation, 1944), pp. 1-35.

handicapped students. Zundell found little improvement over the eight-year period. Two-thirds of the colleges and buildings without ramps or elevators; many of the colleges, although lacking definite facilities for the handicapped students, did not exclude them in admission policies.⁴

Five years following the Zundell study, Condon conducted a survey of admission policies and facilities of 181 colleges. On thirty-one of the 181 colleges studied, it was reported that they had an organized program for physically handicapped students. Forty-five of the colleges offered no program or services at all for the physically handicapped students. Approximately twenty-five percent of the colleges studied offered facilities for the physically handicapped.⁵ In these studies, over a period of thirteen years there was slow but considerable progress made.

Schweikert conducted a survey of college practices for wheel chair students in 1959. Of the 134 colleges studied, seventy-six had wheel chair students. Seventy-nine of the colleges were inadequate in their facilities, thirty-eight were limited somewhat, and thirteen colleges were considered to be adequate in facilities for wheel chair students.⁶

⁴Betty Zundell, College Policies for Severely Handicapped Students, (Chicago: National Society for Crippled Children and Adults, 1955), p. 9.

⁵Margaret E. Condon, "Survey of Special Facilities for the Physically Handicapped in the College," Personnel and Guidance Journal, XXV, (May, 1957), pp. 579-583.

⁶Harry A. Schweikert, "PVA Makes Survey of Colleges for Wheel Chair Students," Paraplegia News, XIII, (July, 1959), p. 14.

In a study by Ayers in 1961 of 125 colleges and universities, ninety-two responded, reporting that only twenty-seven had wheel chair students, and only five had sufficient facilities to enable the wheel chair student to function independently. Twenty-two percent reported that counselors were available and preference would be given during registration for classes. Forty-four percent reported that their classroom buildings had one or more adaptations for wheel chair students, and forty-six percent had housing adaptations; only twelve percent had transportation on campus, but thirty-five percent had special parking areas.⁷

A survey completed in 1962 of 311 colleges and universities reported that fifty-eight of the institutions provided ramps and some facilities for wheel chair students.⁸

The preceding five studies are detailed in the following illustrations:

Year and Author	Number of Colleges Studied	Per Cent of Study	Number of Colleges	Services
1944 Gitnick	320	5%	(16)	Elevator Service
		5%	(16)	Handrails
		2%	(6)	Parking space reserved
1952 Zundell	119	30%	(35)	Elevator service and/or ramps

⁷Robert E. Ayers, "Accommodations for Wheel Chair Students at Institutions of Higher Learning," *Rehabilitation Literature*, XXIII, (September, 1962), p. 282.

⁸Eugene S. Edgington, "College and Universities with Special Provisions for Wheel Chair Students," *Journal of Rehabilitation*, XXIX, (March-June, 1963), pp. 14, 15.

Year and Author	Number of Colleges Studied	Per Cent of Study	Number of Colleges	Services
1957 Condon	181	17%	(31)	Had an organized program Had specialized facilities
1959 Schweikart	134	56%	(76)	Had Wheel Chair Students
		10%	(13)	Adequate facilities
		28%	(38)	Limited facilities
		59%	(79)	Inadequate facilities
1961 Ayers	92	29%	(27)	Had Wheel Chair Students
		5%	(5)	Adequate
		44%	(40)	Buildings had adaptations for Wheel Chair Students
		46%	(41)	Housing adaptations for Wheel Chair Students

It is evident from the preceding illustration that facilities for physically handicapped students are still not plentiful but some progress has been made.

In a study by Hase and Williams, of 243 severely handicapped college graduates as compared with 224 severely handicapped high school graduates, over an area of six states, the findings indicated that a college experience makes a very definite contribution to the occupational success of the severely handicapped. The physically handicapped college group rated higher than the physically handicapped high school group on employment status, self-support, income, and work satisfaction. A very significant factor in considering college enrollment was that of the college group interviewed only two-and-one half percent indicated they were not using their college training on their

present job. Sixty-nine percent of the men and eighty-three percent of the women indicated that without the college degree they could not have obtained their present positions.⁹

Lerner and Martin report that physically handicapped college students succeed in college as well as or better than the physically able if given adequate specialized services. This study reveals that of the fifty-nine disabled students at Hunter College the chances of a handicapped student graduating were greater than the average beginning freshman.¹⁰

A ten year study by Margaret Condon of sixty-five students at the City College of New York reports that physically handicapped college graduates can compete successfully.¹¹

In order to provide for the physically handicapped student, the majority of the classroom buildings must have elevator service or ramps provided for the students in wheel chairs. Delivery entrances can be used, or wooden ramps can be built with a minimum expense. Pre-registration with the choice of classrooms is an indispensable aide for the physically handicapped student. Reserved parking space near the entrance of the building is important. Dormitory space must be considered as well as toilet facilities. Service

⁹Darrel J. Hase and Charles V. Williams, The Assessment of College Experience of Severely Handicapped Individuals. (Gainesville, Florida; University of Florida Printing Department), 1960, p.33.

¹⁰Math S. Lerner and Marion Martin, "What Happens to the College Student With a Physical Handicap?" Personnel and Guidance Journal, XXXIV, (October, 1955), pp. 80-85.

¹¹Margaret E. Condon, "Ten Year Survey of Physically Handicapped Students at the City College of New York," Personnel and Guidance Journal, XXXVI (Dec. 1957), pp. 268-271.

clubs can be of great benefit if they will provide regular volunteers for some students. Many of the students using braces, crutches, and canes can be placed in the same category as the students in the wheel chairs as far as providing for their physical needs. The facilities on the college campus are perhaps not as important as the general philosophy and acceptance of the handicapped students by administrative policy. Many limitations can be overcome if the environment is conducive.

The trend of modern education is in the direction of increased college enrollments. With the enactment of mandatory provisions for exceptional children, such as the recent law passed in the State of Illinois, the programs for handicapped students on the elementary and secondary level will increase. Expanding rehabilitation services through additional money and programs from the federal and state government levels will also increase the availability of handicapped students to attend college. Recent laws for the advancement in employment of equal rights for women and equal opportunities regardless of race will no doubt have an equal acceptance for handicapped individuals. As a result of the foregoing three reasons it is anticipated that the number of handicapped students enrolling in and graduating from college will increase rapidly in the future.

A study by George King concerning physically handicapped teachers in New Jersey reveals that there are 431 handicapped teachers, 34 visual handicapped, 68 hearing handicapped, and 214 with orthopedic disabilities. There was no significant data as to age, teaching experience, assignment or educational qualifications. The conclusions of the study were that (1) the careers of the disabled in teaching are needlessly restricted; (2) the time and climate

are right for promotion of the employment of the physically handicapped teachers; (3) a physical disability is not an insurmountable barrier to success in teaching.¹²

Though our objectives may be to help college students to become independent of thought and action, the physically handicapped student faces architectural problems that are insurmountable without assistance. Generalizations concerning the physically disabled are perhaps no more valid than generalizations concerning non-disabled students. However, the physically handicapped do have certain physical limitations usually in degree to the severity of the handicap. Those physically handicapped students who have been able to enroll in a college have usually had to shift for themselves as far as physical facilities are concerned. The usual problems of steps, rest rooms, and doors are continual and ever present. A high school graduate has a large number of colleges to which he may apply. The physically handicapped applicant and especially the student confined to a wheel chair must first consider the facilities available.

The American Standards Association implies a consensus of those substantially concerned with the work of their particular field. An American Standard is intended as a guide to the manufacturer, the consumer, and the general public. The American Standards Association tries to develop a working relationship between the three groups just mentioned. Part of this is

¹²George G. King, "The Incidence of Employed New Jersey Public School Teachers Having Certain Physical Handicaps and the Effect of the Handicap on Specific Teaching Tasks." Rehabilitation Literature XXVI, (January 1965), p. 11.

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accomplished by defining terminology and compiling guide lines for construction and dimensions. One of their many standard specifications is making buildings and facilities acceptable to and usable by the physically handicapped. The scope and purpose are defined as follows:

This standard applies to all buildings and facilities used by the public. The standard is concerned with non-ambulatory disabilities, semi-ambulatory disabilities, sight disabilities, hearing disabilities, and disabilities of incoordination and aging.

This standard is intended to make all buildings and facilities used by the public accessible to and functional for the physically handicapped, to, through, and within their doors, without the loss of function, space, or facilities where the general public is concerned. Detailed information concerning recommendations of the American Standard Association may be obtained by writing the organization at 10 East 40th Street, New York, New York.¹³

For those students who have ambulatory problems with braces and crutches, many school stairs could be usable if handrails were available. Sometimes it will be necessary to have special chairs and desks for students with crutches. There may be difficulty in being seated as well as getting out of the chair and into a position to use the crutches. Doors are always a problem, and electric doors are desirable; however, if a door closer is used, this may not allow sufficient time for a handicapped student to get through the opening. On walks, floors, and ramps an abrasive surface is always recommended. Some toilet facilities can be made available by placing horizontal and vertical grab bars on the wall. Encouraging news came out of the 1965 Illinois General Assembly when a law was passed which provides that all new or remodeled public buildings shall provide facilities for the handicapped as outlined by the

¹³Leon Chatelain, Jr. (Ed), Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped (New York: American Standards Association, 1961), p. 3.

American Standard Association.

CHAPTER VI

THE EMOTIONALLY DISTURBED STUDENT

It is easy to detect a blind student, a deaf student, or a physically handicapped student. It is not so easy to detect a student with an emotional problem. Perhaps the following is typical of the problems being faced by admissions officers and college counseling services.

In 1963, the Trustees of the College Board issued a formal statement on personality testing. It was presented to the Annual Meeting and published in the College Board Review. At the same time, a research monograph was published discussing, with a considerable amount of summary material, research in personality measurement for college admissions during the decade 1950-1960. Both of these documents seem to say that research in formal personality appraisal--'testing' or 'measurement' for convenience--is so far advanced and is being pursued so vigorously that admissions officers will not wish to ignore it. On the other hand, they add, problems of ethics, of policy and of technology remain so far unsolved that no early program of nationally administered personality tests seems wise.

The result is that the individual admissions officer is thus gravely advised that he is about where he thought he was: face to face with an insoluble problem that cannot be ignored.¹

The National Association for Mental Health estimates that one person in ten has a mental or emotional disorder requiring psychiatric treatment. There are more persons in hospitals for mental illness than for all other diseases

¹S. A. Kendrick, "Personality Measures in Admissions," College Board Review, LIV, (Fall, 1964), p. 26.

combined. New drugs and new therapies make it possible for seven out of ten patients to look forward to recovery, usually within six months after admission.²

It is a startling fact to learn that approximately only one-half of the students entering college will graduate.³ It is not our purpose here to discuss the major causes of students leaving college. It is debatable if the college experience for the dropout has been beneficial or harmful. Because of high entrance requirements, special examinations, and evaluation of past records, it would seem that the majority are academically prepared and intellectually able to attend college successfully. Perhaps half of the total number of dropouts have obscure reasons for leaving.

There is really no adequate definition of the neurosis. . . . These students are anxious, insecure, depressed or have fears. They do not get along well with other people. They tell us they have sexual problems. They tell us they cannot work properly, that their thinking is confused. Apathy, unconscious rebellion, facilitation and psychosis are often present.⁴

We still do not understand the psychodynamics involved in many cases of the college dropout, even though we can classify some of the accompanying psychological states. It is interesting to note that we usually speak of "emotionally disturbed children" but in speaking of adults we say they have

²Earl Graham, "President's Committee for Employment of the Handicapped, Rehabilitation Literature, XXVII, (October, 1966), p. 293.

³Katherine Gordon and Richard E. Gordon, The Blight on the Ivy, (New York, Prentice-Hall, 1963), p. 19.

⁴Hilton R. Sapirstein, Emotional Security, (New York, Crown Publishers, 1948), p. 3.

"emotional problems."

Why do some students go into panic, while others are not disturbed? This is the unanswered question often asked by college counselors. Some of the causes are (1) physical or disease oriented, (2) overwhelming increase in environmental demands - physical, emotional and sociological, (3) fear of failure, (4) division and discord in family life.⁵ One can look for etiological factors within the individual or within the environment. The student able to adjust to a local high school may prove to be ineffective in a college environment. Social adjustment is not static, but relative and changing. We might say that living is a continual process of adjustment. In order to adjust to college a student should have an understanding of his potentialities and weaknesses, an understanding of his social skills, and must learn to prepare for continual readjustments.

It appears that the best predictor for success in college is the high school record. The following study suggests that conformity is an important ingredient in achieving college success. This in turn suggests that the college experience may well be regarded as a continuation of socialization process.

When high school grades or ranks are used, especially when used with appropriate correction factors that take into account differences between institutions, rather high correlations (in the range of $+ .70$ to $+ .80$) between high school achievement and college success are obtained.

With regard to over-all adjustment, the results obtained with projective tests appear to be not as differentiating nor as

⁵Stanley H. King, "Emotional Problems of College Students: Facts and Priorities," American Association University Professors Bulletin, (L, December, 1967), p. 327-332.

consistent as those obtained with objective tests. Among the objective tests the HPI appears to be most efficient in differentiating between groups of students that differ in academic success. The more successful students are less maladjusted in terms of deviation from a norm than are the less successful ones.

Theoretically, anxiety may either serve to increase the drive to achievement or it may serve to disrupt goal-oriented behavior.⁶

The student may face his problem alone, look for help, or totally ignore the problem. For many years some type of psychological help has been available on most college campuses. The first college mental health services were established at Vassar in 1923 and at Dartmouth in 1924. The Educational Records Bureau recently completed a survey of the college admissions policies and report that as part of the admissions process the colleges are more interested in personal data than they were ten years ago. They particularly desire information on character and emotional stability.⁷ Further evidence of colleges trying to find solutions for emotional problems is the cooperation of the Western Council on Higher Education and the Western Council on Mental Health Training and Research to devise means of resolving their problems on a regional basis. There are many professional associations working with emotional problems; one organization interested in the rehabilitation aspect is known as the American Rehabilitation Counseling Association. A detailed list of organizations and addresses is included in chapter seven.

⁶ Morris I. Stein, Personality Measures in Admissions, (New Jersey, College Entrance Examination Board, 1963), p. 56.

⁷ Donald A. Eldridge, Admissions to American Colleges, (New York: Educational Records Bureau, 1964), p. 9.

The William Alanson White Institute of Psychiatry, Psychoanalysis, and Psychology established a demonstration clinic for the treatment of college dropouts. Thirty-six students were accepted out of 101 applicants from thirty-eight colleges. These students were accepted primarily because the college experience had constituted an emotional crisis. Most of the students studied lacked perseverance, and about two-thirds had poor study habits. They showed poor judgment and seemed to lack a sense of proportion in carrying out assignments. Nearly four-fifths of the families did not have a complete family unit because of death or divorce. Most of the dropouts came from families that were relatively permissive. The Institute's recommendation was that parents should be competent, consistent, honest and provide good will. The Institute determined that "for most dropouts the college experience itself not only proves an insurmountable barrier, but also may trigger off a severe deterioration in other aspects."

Out of the select students entering the college campus one wonders why so few students graduate and whether everything possible is done in the counseling clinic for the student. In a study of mental health services as reported in the college catalogs, Kiell concluded that:

The college bulletins indicate a willingness to sacrifice truth to rationalization, to forego the opportunity to identify clearly these services. College bulletins are surely not intended to be journalism in the pejorative sense, but the handling of the descriptions of mental health facilities is prevailingly incompatible with

⁸Edgar A. Levenson, "Psychiatrists Look at Dropouts," College Board Review, LVII, (Fall, 1965), p. 9.

the facts.⁹

The question appears to be whether to tell or not to tell. The parent wonders whether he should report to the college on the admissions form that a student has or has had an emotional problem or whether he should keep this information to himself. The Department of Psychiatry of the University of Utah Medical School studied the experiences of 108 ex-patients concerning the results of telling employers if they had had a mental illness. Two out of three of the ex-patients did not tell their employers. Of those who did tell, half found acceptance and half found rejection.¹⁰

It would be expected by this writer that the usual policy on the college campus would be that the performance as a student will be judged on ability to master course work and pass examinations. So long as the student has no overt manifestations of emotional problems, he will probably be ignored. The sophistication of the college campus can accommodate more students with idiosyncrasies than one might expect.

It would be hopeful that the counseling services on the college campus would "provide some degree of empathy, patience, resourcefulness and breadth of awareness about the cross currents of the adult world, tumultuous as they in fact appear."¹¹

⁹Normal Kiell, "Mental Health and the College Bulletin," Improving College and University Teaching, XI, (Spring, 1963), p. 92.

¹⁰Harold Russell, "When Schizophrenic Persons Go To Work," The President's Committee on Employment of the Handicapped: Newsletter, (January, 1967), p. 2.

¹¹Ordway Tead, "The Troubled Student," Improving College and University Teaching, XI (Spring, 1963), pp. 88-91.

CHAPTER VII

ADMISSION POLICIES AND FACILITIES FOR THE HANDICAPPED AT COLLEGES AND UNIVERSITIES

On July 12, 1966, a cover letter and questionnaire were mailed to all four year universities and colleges in the United States approved by the accrediting agencies of the American Council on Education. The total number was 1,173. Eight hundred ninety-three (76%) questionnaires were received by the end of October when a follow-up letter was sent to all of those who had not replied. Two hundred and eighty-five follow-up letters were sent, and 112 (39%) responses were received by February 1, 1967.

Of the 1,173 universities and colleges, four had merged with other colleges. Thirty-three were senior colleges, not accepting freshmen, so were not used in the total figure. One state university was listed but was a duplicate as officially it was broken down into smaller colleges. Five colleges outside of the fifty states were not used. This is a total of forty-three colleges not used which gives a total of 1,130 universities and colleges. A total of 1,005 questionnaires were returned but eleven could not be used because the questionnaire was not completed or the name of the college did not appear. The total number of questionnaires completed for the study was 994 (88%).

The initial questionnaire was sent to placement offices in July. It is not known if this was an appropriate time for placement officers. The follow-up questionnaire was sent in October which should have been a relative good

time for college placement officers. It is believed by the writer that an 88% return indicates an excellent return. Many college placement officers commented that this information would be very worthwhile. Approximately one-half of the respondents made some comment on the questionnaire.

Out of the 994 schools returning the questionnaire, 176 (18%) would reject blind students because of their disability. Seven hundred and ninety-five (80%) will accept blind students, but only 610 (61%) of these indicated they would allow recording devices in the classroom. Only 301 (30%) have reading service and 341 (34%) have listening rooms available. Only seventy-two (07%) indicate they have texts recorded on tapes. Five hundred and ninety-seven (60%) reported favorably on allowing a seeing-eye dog on campus. One hundred and nineteen (12%) left this item blank, many saying that the question had never arisen and they do not have a stated policy.

Two hundred and sixty-seven (27%) report that students in wheel chairs would be refused admission. Forty three (04%) left this item blank. Only thirty eight (04%) colleges reported specialized housing facilities. A greater number, ninety one (09%), have ramps, while 118 (12%) have ramps on a partial basis. Fifty three (05%) provide transportation on campus for physically handicapped students and forty three (04%) have partial transportation. Elevators are apparently more plentiful as 272 (27%) reported handicapped students could use elevators and 149 (15%) reported favorably on a partial basis.

Evidently the colleges are a little more afraid of the deaf than they are the blind as 215 (22%) stated a deaf student would be refused admission because he was deaf. Seven hundred and forty-three (75%) reported he would not

be refused admission because of his deafness. Thirty six (04%) chose to leave the item blank.

One might expect that preferential seating would be an easy accommodation, but 164 (16%) reported "no" and forty two (04%) left the item blank. Only forty seven (04%) colleges reported lip reading instruction available but 247 (25%) reported corrective speech training available. Only thirty one (03%) have amplification equipment in the classrooms, eighty seven (09%) partially have.

The student with an emotional problem will apparently have more difficulty getting enrolled in college than the blind, deaf or physically handicapped. Two hundred and ninety one (29%) colleges would automatically refuse admission to students with an emotional problem and 159 (16%) apparently have no policy as they left this item blank. However, over half reported they would accept the student with an emotional problem. Five hundred and twenty-five (53%) reported psychiatric or psychological counseling available and 158 (16%) on a partial basis. Only forty eight (05%) colleges report a special counselor for handicapped students. Two hundred and seventy-eight (28%) have cooperation and planning with a state or private agencies and 142 (14%) have partial planning. A complete report is contained in Table I.

All of the colleges having four or more handicapped students in one area are listed in Table II with the detailed results of specialized facilities. Table III lists all colleges with four or more blind students. Table IV contains the names of colleges with four or more deaf students. The number of physically handicapped students attending college are listed in Table V.

One might suspect that the public colleges by having public funds and

being open to the general public would accept handicapped students more readily than private colleges. The admission policies of the public and private schools were not appreciably different. Twenty-two percent of the public colleges reported they would reject handicapped students and twenty-five percent of the private colleges reported they could not accept handicapped students. Seventy-three percent of the public colleges said they would accept handicapped students and sixty-eight percent of the private colleges reported they would accept handicapped students. Of the private schools seven percent left the item blank and five percent of the public schools left the item blank. A detailed report is contained in Table 6 and Table 7. Seventy-nine percent of the colleges of the Northwest region accept handicapped students while only sixty-three percent of the colleges of the Southern region accept handicapped students. This is explained more completely in Table VIII. Tables IX through XX are a breakdown of the questionnaire of private and public colleges according to the six regions. There were many letters and comments written by the college admission counselors. I have chosen forty-seven that are typical and these are in Appendix IV. Many of the comments are an explanation of why they responded as they did. A few of the comments state or explain their philosophy concerning handicapped students. The personal responses make an interesting addition to the study.

For explanation of questions of Table I, II, VI, VIII, and IX through XX, the reader is referred to the questionnaire in the appendix. The coding used in Table II for 1A through 1I is as follows: 1 Partially, 2 Yes, 3 No, and 4 indicates the question was left blank. The number of blind students attending the college is given in 12A. The number of deaf students attending the college

is given in 12B. The number of physically handicapped students attending the college is given in 12C. The letter "T" refers to the total number of handicapped students attending the college. The number one in question fourteen indicates a public college and the number two indicates a private college. For question thirteen the following coding numbers indicates the State in which the college is located: 01 Alabama; 02 Alaska; 03 Arizona; 04 Arkansas; 05 California; 06 Colorado; 07 Connecticut; 08 Delaware; 09 Washington, D. C.; 10 Florida; 11 Georgia; 12 Hawaii; 13 Idaho; 14 Illinois; 15 Indiana; 16 Iowa; 17 Kansas; 18 Kentucky; 19 Louisiana; 20 Maine; 21 Maryland; 22 Massachusetts; 23 Michigan; 24 Minnesota; 25 Mississippi; 26 Missouri; 27 Montana; 28 Nebraska; 29 Nevada; 30 New Hampshire; 31 New Jersey; 32 New Mexico; 33 New York; 34 North Carolina; 35 North Dakota; 36 Ohio; 37 Oklahoma; 38 Oregon; 39 Pennsylvania; 40 Rhode Island; 41 South Carolina; 42 South Dakota; 43 Tennessee; 44 Texas; 45 Utah; 46 Vermont; 47 Virginia; 48 Washington; 49 West Virginia; 50 Wisconsin; 51 Wyoming.

The last column headed by an "R" refers to the region in which the college is located. The New England region is number one. The Middle States region is number two. The North Central region is number three. The Northwest region is number four. The Southern region is number five. The Western region is number six.

The total number of deaf students attending college was 647; 257 from the public colleges and 390 from the private colleges. There are almost twice the number of blind students than deaf students; 539 from the public colleges and 594 from private colleges. The total physically handicapped is 6,108; 3,949 for the public schools and 2,159 for the private schools.

There is a grand total of 7,888 handicapped students attending the colleges that participated in the survey.

TABLE I
SUMS AND PERCENTAGES OF QUESTIONNAIRE

1.									
A.		176	(18%)	795	(80%)	23	(02%)		
B.		215	(22%)	743	(75%)	36	(03%)		
C.		267	(27%)	684	(69%)	43	(04%)		
D.		291	(29%)	544	(55%)	159	(16%)		
2.		324	(33%)	606	(61%)	64	(06%)		
3.		616	(62%)	314	(32%)	64	(06%)		
4.		475	(48%)	449	(45%)	70	(07%)		
5.		365	(37%)	580	(58%)	49	(05%)		
6.									
A.	125	(13%)	610	(61%)	214	(22%)	45	(04%)	
B.	148	(15%)	301	(30%)	495	(50%)	50	(05%)	
C.	86	(09%)	341	(34%)	522	(52%)	55	(05%)	
D.	76	(08%)	72	(07%)	781	(79%)	65	(06%)	
E.	52	(05%)	697	(60%)	226	(23%)	119	(12%)	
7.									
A.	34	(03%)	754	(76%)	164	(17%)	42	(04%)	
B.	11	(01%)	47	(05%)	893	(90%)	43	(04%)	
C.	65	(06%)	247	(25%)	641	(64%)	41	(04%)	
D.	87	(09%)	31	(03%)	832	(84%)	43	(04%)	
8.									
A.	67	(07%)	38	(04%)	858	(86%)	31	(03%)	
B.	118	(12%)	91	(09%)	752	(76%)	33	(03%)	
C.	43	(04%)	53	(05%)	867	(87%)	31	(03%)	
D.	149	(15%)	272	(27%)	546	(55%)	27	(03%)	
9.	158	(16%)	525	(53%)	290	(29%)	21	(02%)	
10.	34	(03%)	48	(05%)	898	(90%)	14	(01%)	
11.	142	(14%)	278	(28%)	553	(56%)	21	(02%)	

TABLE II

ADMISSION POLICIES AND FACILITIES FOR HANDICAPPED STUDENTS

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R	
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D		A	B	C							
Brown University	3	3	3	3	4	2	3	3	2	1	1	3	2	2	3	3	3	3	3	3	3	2	3	3	000	000	004	004	40	2	1	
Wisc St River Falls	3	3	3	4	2	3	2	2	2	1	3	3	4	2	3	1	3	1	1	3	3	3	3	1	000	000	004	004	50	1	3	
Calvin College	3	3	3	3	3	2	3	3	1	2	3	3	2	2	3	3	1	2	2	2	3	2	3	3	000	000	004	004	23	2	3	
Coll St Scholastica	2	3	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	2	2	3	2	2	3	2	000	000	004	004	23	2	3	
Lenoir Rhyme	3	3	3	2	3	3	2	3	2	3	3	3	2	1	3	3	1	3	3	3	3	2	3	1	000	000	004	004	34	2	5	
Hardin Simmons Un	3	3	3	3	2	3	3	2	1	1	1	3	2	2	3	2	3	3	4	3	1	1	3	1	000	000	004	004	44	2	5	
St Marys San Antonio	3	2	3	4	4	2	2	3	2	1	3	3	2	2	3	3	3	3	3	3	1	1	3	3	000	000	004	004	44	2	5	
Baylor University	3	3	3	2	3	3	4	2	4	4	4	4	1	2	2	3	2	3	3	3	3	2	2	2	3	000	000	004	004	44	2	5
Western Montana Coll	3	3	3	3	3	2	3	3	1	3	3	3	1	1	3	3	3	3	3	3	3	2	3	3	000	000	004	004	27	1	4	
Albertus Magnus Coll	3	3	2	3	2	4	2	2	4	4	4	4	4	4	3	3	3	3	3	3	1	3	3	4	004	000	000	004	07	2	1	
Kansas Wesleyan Un	3	3	3	3	3	2	3	2	3	3	3	2	2	3	3	3	3	3	3	3	1	3	3	000	000	004	004	17	2	3		
Nebraska Wesleyan	3	2	3	3	3	2	2	2	2	3	2	4	3	3	4	3	3	3	2	3	2	4	2	000	000	004	004	26	2	3		
Delaware St Coll	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	000	000	004	004	08	1	2		
Lock Haven St Coll	3	3	3	2	2	2	2	3	2	2	3	3	2	2	3	2	3	3	3	3	2	2	3	2	000	000	004	004	39	1	2	
Edinboro St Coll	3	3	3	3	2	2	3	3	2	3	2	3	2	2	3	2	3	3	3	3	3	2	3	2	000	000	004	004	39	1	2	
Cheyney St Coll	2	2	2	4	4	2	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	000	000	004	004	39	1	2	
Newcomb Coll	3	3	3	3	2	2	2	2	2	3	2	3	2	2	3	2	3	1	1	1	2	2	3	3	000	000	004	004	19	2	5	

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	12	14	R	
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D		A	B	C							
Stout St Un	2	2	2	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	1	1	3	000	000	005	005	50	1	3
Un of New Hampshire	3	3	3	3	3	3	3	3	2	1	1	3	2	2	3	3	3	3	1	3	1	1	3	1	001	000	004	005	30	1	1	
Huntingdon College	3	3	3	4	4	4	4	4	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	1	000	000	005	005	01	2	5	
Bloomfield College	3	2	2	3	2	2	3	3	1	3	3	3	2	4	3	3	3	3	3	3	3	1	3	3	001	000	004	005	31	2	2	
Georgian Court Coll	3	3	3	4	3	2	3	3	2	3	2	3	2	2	3	3	3	3	3	3	1	1	3	3	000	000	005	005	31	2	2	
Clark Coll	2	2	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	000	000	005	005	11	2	5	
Spelman Coll	2	2	2	3	2	2	2	3	3	3	3	3	3	3	3	3	3	1	3	3	4	2	3	2	0-1	0-1	005	005	11	2	5	
Harvard Un	3	3	3	3	3	4	3	2	2	2	2	1	2	2	3	4	3	3	1	3	2	2	3	3	005	0-1	0-1	005	22	2	1	
Newton Sacred Heart	3	2	2	4	2	3	2	3	2	2	3	2	2	3	3	3	3	3	3	3	2	3	3	1	004	000	001	005	22	2	1	
Hillsdale Coll	3	3	3	3	3	3	3	3	2	1	2	3	1	2	3	3	1	3	3	3	3	1	3	3	000	000	005	005	23	2	3	
Clarkson Coll Tech	3	3	3	3	2	3	2	3	1	3	2	3	1	2	3	3	1	1	3	3	1	1	3	2	000	000	005	005	33	2	2	
Manhattanville Coll	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	2	3	2	2	3	2	000	000	005	005	33	2	2	
Un of Tenn	3	3	2	3	2	2	3	2	1	2	3	3	2	2	2	2	1	3	3	3	3	2	3	1	000	005	000	005	43	1	5	
Livingstone Coll	3	3	3	4	3	2	2	3	4	4	4	4	4	4	4	4	4	1	3	3	3	2	3	1	000	000	005	005	34	2	5	
North Texas St Un	3	3	3	2	3	2	2	2	2	2	2	3	2	2	3	2	4	3	3	3	2	3	3	2	005	000	0-1	005	44	1	5	
Shiner Coll	2	2	2	3	3	3	3	3	2	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	000	000	005	005	14	2	3	
Chapman Coll	3	3	2	3	3	2	3	2	2	4	3	3	2	2	3	2	3	3	3	3	3	4	3	3	000	000	005	005	05	2	6	

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R	
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C						
Un Calif Riverside	3	3	3	3	2	3	2	3	1	1	2	3	4	2	3	3	3	3	2	3	2	2	3	2	000	000	005	005	05	1	6	
Huntington Coll	3	3	2	3	2	2	2	3	2	3	3	3	2	2	3	3	3	3	3	3	3	1	3	3	000	000	005	005	15	2	3	
Missouri Valley Coll	3	3	2	2	3	3	2	3	2	2	3	3	2	2	3	3	3	3	3	3	3	3	3	2	004	000	001	005	26	2	3	
Un of Cincinnati	3	3	3	3	3	2	2	3	1	1	1	3	2	2	2	2	1	3	1	3	2	2	3	3	0-1	0-1	005	005	36	1	3	
Colorado Womens Coll	3	3	3	3	3	2	2	2	3	2	3	2	2	3	3	1	1	2	3	2	2	3	3	000	001	004	005	06	2	3		
Brian Cliff	2	2	2	2	3	2	3	2	1	3	3	3	3	2	3	2	3	3	3	3	2	3	3	1	000	000	005	005	16	2	3	
St. Ambrose Coll	3	3	3	3	3	2	3	2	2	2	2	2	2	2	2	2	3	2	3	2	2	2	3	2	001	000	004	005	16	2	3	
Notre Dame Missouri	2	2	2	2	3	3	3	3	2	4	2	4	4	2	3	3	2	3	2	3	2	2	3	3	000	004	001	005	26	2	3	
Mt. Mercy Coll	3	3	3	3	2	2	2	3	2	2	2	3	2	2	3	3	3	3	3	3	2	1	3	1	001	000	004	005	16	2	3	
Coll of Great Falls	3	3	3	2	2	3	2	3	2	2	1	3	2	2	3	3	3	3	3	3	3	3	3	2	001	004	000	005	27	2	4	
St Mary Coll	3	3	4	3	4	2	4	3	2	4	2	4	2	2	4	4	4	4	4	4	2	1	3	3	000	000	005	005	17	2	3	
Wichita State Un	3	3	3	4	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	4	000	000	005	005	17	1	3	
Berea Coll	2	2	2	3	2	2	3	2	2	3	3	4	2	3	1	3	3	3	3	3	1	3	3	000	000	005	005	18	2	5		
Dickinson Coll	3	3	2	2	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	004	001	000	005	39	2	2	
St. Joseph's Coll Pa	3	3	2	2	2	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	2	3	3	000	000	005	005	39	2	2	
Westchester St Coll	3	2	2	2	3	2	2	4	2	1	1	3	4	4	4	4	4	3	1	3	2	2	3	3	001	000	001	005	39	1	2	
Southeastern La Coll	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	4	3	000	000	005	005	19	1	5

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Jacksonville Un	3	3	3	2	3	2	2	3	2	2	2	3	2	2	3	3	3	3	2	3	3	2	3	1	001	000	005	006	10	2	5
Lowell Tech Inst	2	3	3	3	4	3	3	3	2	1	2	1	2	2	3	3	3	3	3	3	2	2	3	2	000	006	000	006	22	1	1
General Headle St. Co	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	002	000	004	006	42	1	3
Southern St Coll	3	3	3	2	3	4	3	2	2	2	3	1	2	2	3	2	2	3	3	3	3	2	2	2	000	000	006	006	42	1	3
St Bonaventure Un	3	3	3	4	3	4	3	3	2	2	2	4	2	2	3	3	3	3	3	3	2	2	3	3	002	000	004	006	33	2	2
East Tenn St Un	3	2	3	3	3	3	2	2	2	2	2	1	2	2	3	2	3	3	3	3	3	2	3	1	001	000	005	006	43	1	5
Aquinas Coll	2	2	2	2	3	2	3	3	1	1	1	1	1	2	3	3	3	3	3	3	2	2	3	3	000	001	005	006	23	2	3
Alma Coll	3	3	3	3	3	3	3	2	2	1	2	1	2	2	3	3	3	3	3	3	3	2	3	3	002	000	004	006	23	2	3
St. Josephs Brooklyn	3	3	2	3	2	3	4	2	4	4	2	4	3	2	4	2	3	3	3	3	2	3	3	3	000	000	006	006	33	2	2
Hobart Coll	3	3	3	3	2	2	2	3	1	2	1	1	3	1	3	3	1	1	3	3	3	2	3	3	004	001	001	006	33	2	2
Idaho St Un	3	3	3	3	3	2	2	2	2	1	1	3	2	2	3	2	3	3	3	3	1	2	3	3	002	004	000	006	13	1	4
Greensboro Coll	3	3	3	3	2	2	2	3	2	2	2	3	2	2	2	2	3	3	3	3	3	3	3	3	000	000	006	006	34	2	5
High Point Coll	2	2	2	3	4	2	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	000	000	006	006	24	2	5
Abilene Christian	3	2	3	2	2	2	2	3	4	4	4	4	4	2	3	3	3	3	3	3	2	1	3	3	000	000	006	006	44	2	5
Coll of St Catherine	3	3	3	3	2	3	2	3	2	3	2	3	2	3	3	3	3	3	3	3	2	3	3	3	000	000	006	006	24	2	3
Minn School of Art	2	3	3	4	3	2	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	1	000	000	006	006	24	2	3
Henderson St Teacher	3	3	3	2	3	3	2	3	2	2	2	3	4	2	3	2	1	3	3	3	1	2	3	2	000	001	005	006	04	1	3

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C						
Illinois Inst. Tech	3	3	3	3	2	4	4	2	1	3	3	3	1	2	3	3	3	4	3	3	3	2	3	3	000	000	006	006	14	2	3	
Rosary Coll	3	3	3	3	3	3	2	3	2	3	3	3	2	2	3	3	3	3	2	3	2	2	3	3	002	000	004	006	14	2	3	
Wheaton Coll	3	3	2	3	2	2	2	3	2	2	3	1	2	2	3	3	3	3	3	3	3	2	3	3	002	000	004	006	14	2	3	
William Carey Coll	3	3	3	3	3	4	3	2	2	3	3	2	2	3	1	3	3	3	3	3	1	3	3	000	000	006	006	25	2	5		
Anderson Coll	3	3	2	3	2	2	2	2	3	1	3	3	2	2	3	3	3	1	3	3	3	2	3	2	001	0-1	005	006	15	2	3	
La Sierra Coll	3	3	3	4	2	2	2	2	1	3	3	3	2	2	3	2	4	3	3	3	3	1	3	3	000	000	006	006	05	2	6	
Sacramento St Coll	3	3	3	4	2	3	2	3	2	4	4	4	2	2	3	3	3	3	2	3	2	2	2	2	006	000	000	006	05	1	6	
Stanislaus St Coll	3	3	3	3	3	2	2	2	2	2	2	1	2	2	3	2	3	1	2	1	2	2	2	2	001	0-1	005	006	05	1	6	
Un of Santa Clara	3	3	3	3	3	3	3	3	2	3	2	3	2	2	3	3	1	3	1	3	1	2	3	3	001	000	005	006	05	2	6	
Stephens Coll	2	2	2	3	2	2	2	2	2	1	2	1	3	3	3	3	3	3	3	3	3	2	3	3	000	000	006	006	26	2	3	
Marietta Coll	3	3	3	2	2	3	2	2	2	2	1	3	2	2	3	2	3	3	4	3	3	1	2	0-1	0-1	006	006	36	2	3		
Central Conn St Coll	3	3	3	3	2	2	2	3	2	2	2	2	2	2	3	2	3	3	3	2	2	3	2	001	001	004	006	07	1	1		
Union Coll	3	3	3	2	2	2	2	3	3	2	3	3	2	2	3	3	3	3	3	3	3	3	3	2	001	000	005	006	18	2	5	
St. Martins Coll	3	3	3	4	3	2	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	2	3	3	000	000	006	006	48	2	4	
Transylvania Coll	3	3	3	3	3	3	3	2	2	2	2	2	2	2	3	3	3	2	3	3	3	2	3	2	001	000	005	006	18	2	5	
Phil Coll Pharmacy	4	3	3	3	3	2	3	3	4	4	4	4	4	2	3	3	3	3	3	3	2	3	3	3	000	002	004	006	39	2	2	
Waynesburg Coll	3	3	3	3	3	4	2	2	3	3	3	2	2	3	3	1	3	3	3	1	2	3	3	000	001	005	006	39	2	2		

TABLE II CONTINUED

NAME OF COLLEGE	1 A	1 B	1 C	1 D	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12 A	12 B	12 C	T	13	14	R
Bethany Coll	3	3	2	2	2	2	2	3	2	2	2	3	2	2	3	3	3	3	3	3	3	2	3	3	001	005	000	006	49	2	3
East Stroudsburg Coll	3	3	2	3	2	3	2	2	2	3	2	3	2	2	3	2	3	3	3	3	1	1	3	1	001	000	005	006	39	1	2
Drexel Inst Tech	3	3	3	3	3	2	3	3	2	3	2	3	2	2	3	3	3	3	3	3	2	2	3	1	000	000	006	006	39	2	2
Marshall Un	3	2	3	2	3	2	3	2	2	3	3	3	2	3	3	3	3	3	2	3	2	2	3	2	001	000	005	006	49	1	3
Glassboro St Coll	3	3	3	2	3	2	2	2	1	1	1	1	2	2	3	3	3	3	3	3	3	2	3	2	001	000	006	007	31	1	2
Athens Coll	3	3	3	3	3	2	2	2	3	1	3	3	2	2	3	3	1	3	3	3	2	2	3	1	000	002	005	007	01	2	5
St. John Fisher Coll	3	3	3	3	3	3	2	3	2	3	1	3	1	2	3	3	1	3	1	3	2	2	1	3	002	000	005	007	33	2	2
St Un Fredonia	3	3	2	3	2	2	4	3	2	2	1	3	1	2	3	2	3	1	3	3	3	2	3	1	002	000	005	007	33	1	2
Un of Rochester	3	3	3	3	4	2	2	3	2	1	1	3	2	2	3	3	4	3	3	3	1	2	3	1	006	001	0-1	007	33	2	2
Marygrove Coll	3	3	3	3	2	3	2	3	2	2	2	1	2	2	2	2	1	3	1	3	2	2	2	2	001	001	005	007	23	2	3
St. Lawrence Un	3	3	3	3	3	2	3	3	2	2	2	2	2	2	3	3	3	1	1	1	3	2	3	2	001	000	006	007	33	2	2
Sierra Coll	3	3	3	2	3	2	3	3	2	3	3	2	4	1	3	3	3	3	1	3	2	3	3	1	001	002	004	007	33	2	2
Augsburg Coll	3	3	3	4	3	2	2	3	1	3	3	3	4	2	3	3	3	2	3	3	2	2	3	3	001	001	005	007	24	2	3
De Paul Un	3	3	3	3	2	3	2	3	3	3	3	3	3	2	2	3	3	3	3	3	2	2	3	3	003	000	004	007	14	2	3
Un of Mississippi	3	4	3	3	2	2	3	2	2	1	3	3	2	2	3	2	3	3	1	3	1	2	3	2	002	0-1	005	007	25	1	5
Armstrong Coll	3	3	3	3	3	3	3	3	2	1	3	3	2	2	3	1	1	1	3	3	3	3	3	2	000	000	007	007	05	2	6
Southeast Mo St	3	3	3	3	3	3	3	2	2	1	2	3	2	2	3	1	1	3	1	3	1	1	3	1	000	001	006	007	26	1	3

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Morningside Coll	2	3	3	3	2	3	2	3	3	3	3	3	3	1	3	3	3	3	3	3	1	1	3	2	000	001	006	007	16	2	3
Mary Washington Coll	3	3	3	3	2	3	3	2	1	3	2	3	1	2	3	1	1	3	3	3	2	1	3	2	001	000	006	007	47	2	5
Virginia Union Un	3	3	3	2	2	3	3	3	2	2	2	3	2	2	3	3	3	3	3	3	3	2	3	3	004	001	002	007	47	2	5
College of Emporia	3	3	3	3	2	3	3	3	2	2	3	3	2	2	3	3	3	3	3	3	3	2	3	3	002	005	000	007	17	2	3
Kearney St Coll	3	3	3	3	2	2	2	3	2	3	2	2	4	2	3	1	3	3	1	3	1	2	3	2	001	000	006	007	28	1	3
Wisc State Un	3	3	3	3	2	2	3	2	1	2	3	3	3	2	3	2	3	3	2	2	3	1	3	3	000	000	008	008	50	1	3
Stanford Un	3	3	3	3	3	2	2	2	2	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	000	000	008	008	01	2	5
Emory Un	3	2	3	3	3	2	3	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	3	2	002	000	006	008	11	2	5
Un of Georgia	3	3	3	3	2	3	3	2	2	2	2	2	4	2	3	2	3	3	3	2	2	2	3	2	003	0-1	005	008	11	2	5
Brandeis Un	3	3	3	3	3	3	3	2	1	1	2	1	2	2	3	1	1	3	3	1	3	2	3	3	004	000	004	008	22	2	1
Rochester Inst Tech	3	3	3	3	3	2	3	4	2	3	3	3	2	2	3	3	3	1	2	3	2	2	3	1	000	003	005	008	32	2	2
Bethel Coll	3	3	4	3	2	2	2	2	1	4	1	4	2	2	3	1	3	1	1	4	4	2	2	3	003	000	005	008	43	2	5
Fordham Un	3	3	3	3	3	2	3	2	2	1	3	1	3	2	3	3	3	3	3	3	1	2	3	1	003	000	005	008	33	2	2
Agricultural Tech	3	3	3	2	3	2	2	2	2	2	2	3	2	3	3	3	3	2	3	3	2	3	3	3	000	000	008	008	34	1	5
Un of Dallas	3	3	3	3	3	2	3	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	000	000	008	008	44	2	5
Little Rock Un	3	3	3	2	3	3	2	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	3	2	002	002	004	008	04	2	3
St. Xavier Coll	3	3	3	3	2	3	2	3	2	2	2	3	2	2	3	2	3	3	3	3	2	2	2	2	004	002	002	008	14	2	3

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D		A	B	C						
Chico St Coll	3	3	3	2	3	2	2	3	2	2	2	3	2	2	2	2	3	3	3	3	2	2	3	2	004	001	003	008	05	1	6
Earlham Coll	3	3	3	3	3	2	2	3	2	3	3	3	4	2	3	3	3	3	1	3	1	1	3	3	001	001	006	008	15	2	3
Un of Vermont	3	3	3	3	3	2	3	3	2	3	2	3	2	2	3	2	1	3	1	3	1	2	3	3	003	000	005	008	46	1	1
Adams St. Coll	3	3	2	3	2	2	3	4	1	1	1	3	2	2	3	2	3	3	3	3	3	3	3	3	002	000	006	008	06	1	3
Luther Coll	3	3	3	3	2	3	2	2	1	1	2	3	2	2	3	1	3	1	1	3	1	2	3	2	001	000	007	008	16	2	3
Eastern Montana Coll	3	3	3	4	3	2	2	4	2	4	4	2	2	3	2	3	3	4	3	2	2	3	2	002	000	006	008	27	1	4	
Lynchburg Coll	3	3	3	3	3	4	2	2	2	3	3	3	4	2	3	3	3	3	3	3	2	3	2	002	003	004	009	47	2	5	
Guinnipiac Coll	3	3	3	3	3	3	2	3	2	1	3	1	2	2	3	3	3	3	3	2	3	3	3	002	000	006	008	07	2	1	
Lewis & Clark Coll	3	3	3	2	3	2	3	2	2	2	2	3	2	2	2	2	3	3	3	3	2	3	2	004	000	004	008	38	2	4	
Seton Hill Coll	3	3	3	3	2	3	2	3	2	2	2	3	2	2	3	3	1	2	2	3	1	3	3	003	002	004	009	39	2	2	
Un of Rhode Island	3	3	2	3	3	2	2	2	2	1	3	3	2	2	3	2	3	3	3	3	1	3	1	005	004	000	009	40	1	1	
Alabama Coll	3	3	3	2	3	2	3	3	1	1	4	1	3	1	3	1	3	3	1	3	1	3	3	2	002	002	005	009	01	1	5
American Int Coll	3	3	2	2	3	3	3	2	2	2	2	2	2	2	3	3	3	3	3	3	2	3	3	007	002	0-1	009	22	2	1	
Barnard Coll	3	3	3	3	2	2	2	2	1	1	3	3	2	2	3	3	3	3	2	3	2	2	3	2	002	001	006	009	33	2	2
Colgate Un	3	3	2	2	3	2	2	3	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	001	000	008	009	33	2	2
St Johns Un of Jamaica	3	3	3	4	3	2	2	3	1	2	2	1	2	2	3	2	3	3	1	3	2	2	3	1	002	001	006	009	33	2	2
Coll of St Thomas	3	3	3	3	3	2	3	2	2	1	2	1	2	2	3	2	3	3	1	3	2	2	3	2	004	0-1	005	009	24	2	3

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D		A	B	C							
St. Olaf Coll	3	3	3	3	3	2	3	2	2	3	2	3	2	2	3	2	3	3	3	2	1	2	3	1	001	002	006	009	24	2	3	
Guliford Coll	3	3	3	3	3	2	2	2	3	2	3	1	2	2	3	3	3	1	1	2	3	1	3	3	001	002	006	009	34	2	5	
No Illinois Un	3	3	3	3	3	3	3	2	2	2	3	3	1	3	3	1	3	3	3	3	3	2	3	2	002	002	005	009	14	1	3	
Un of Redlands	3	4	3	3	3	2	3	2	2	2	3	3	2	4	4	4	4	3	2	3	3	2	3	3	004	000	005	009	05	2	6	
Parsons Coll	3	3	3	3	2	2	3	2	2	2	3	3	2	2	3	3	2	3	3	3	3	2	3	3	002	002	005	009	16	2	3	
Salve Regina Coll	3	3	3	3	2	3	2	3	2	3	1	2	2	2	3	3	3	1	3	3	2	1	3	2	002	000	008	010	40	2	1	
Northland Coll	3	3	2	2	3	2	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	2	003	004	003	010	50	2	3
Florida St Un	3	3	3	3	2	2	2	2	2	1	2	1	2	2	3	1	3	3	1	1	2	2	3	2	001	001	008	010	10	1	5	
Providence Coll	3	3	3	3	2	2	2	4	3	2	2	3	2	2	3	3	3	2	3	2	2	2	2	2	004	000	006	010	40	2	1	
Lander College	3	3	3	3	3	2	2	2	2	3	3	3	2	2	3	3	3	3	2	3	3	3	3	3	2	000	000	010	010	41	1	5
Berry Coll	3	3	3	3	2	2	2	2	2	3	1	3	2	2	3	3	3	3	3	3	1	3	3	1	000	000	000	010	11	2	5	
Alabama A and M	3	3	3	3	3	2	2	3	2	3	3	3	2	2	3	3	3	3	3	3	1	3	3	2	000	000	010	010	01	1	5	
Albany St Coll	2	2	2	2	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	000	000	010	010	11	1	5
Women's Coll Georgia	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	000	000	010	010	11	1	5
Un of South Dakota	3	3	3	4	3	2	3	3	2	3	3	3	2	2	3	2	3	2	2	3	3	2	3	3	004	006	0-1	010	42	1	3	
Un of Hawaii	3	3	3	3	3	2	3	2	2	1	3	3	2	1	3	2	3	3	3	3	2	2	2	2	008	000	002	010	12	1	6	
Canisius Coll	3	3	3	3	3	3	2	3	2	3	2	3	2	2	3	3	3	3	3	3	2	2	1	2	003	002	005	010	33	2	2	

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Iowa College	3	3	3	4	3	3	3	3	2	3	3	3	2	2	3	2	3	3	3	3	2	2	3	3	002	001	007	010	33	2	2
Carson Newman Coll	3	3	3	4	3	2	2	2	2	3	3	3	1	2	3	3	3	3	3	3	3	1	3	2	000	000	010	010	43	2	5
Un of Southern Calif	3	2	2	2	2	2	3	3	3	3	3	3	2	2	3	2	3	3	3	3	2	2	3	3	005	000	005	010	05	2	6
Rose Polytechnic	3	3	3	2	2	3	2	3	3	3	2	3	2	2	3	1	3	3	3	3	3	1	1	3	000	0-1	010	010	15	2	3
Colorado St Coll	3	3	3	3	3	2	3	2	2	3	3	3	2	2	3	1	3	3	3	3	3	2	3	2	002	002	006	010	06	1	3
Oklahoma State Un	3	3	3	3	4	4	3	3	2	2	2	3	2	2	3	3	3	3	3	3	1	2	3	3	003	003	004	010	37	1	3
Montana School Mines	3	3	3	2	3	4	2	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	000	000	010	010	27	1	4
Murray St Un	3	3	3	3	4	2	2	2	2	3	3	3	2	2	3	2	3	3	1	3	1	2	3	1	001	000	010	010	18	1	3
Un of Puget Sound	3	3	3	3	3	3	3	3	2	2	4	3	2	2	3	3	4	1	3	2	3	1	3	1	000	000	010	010	48	2	4
Villanova Un	3	3	3	4	3	3	3	3	2	1	3	3	2	2	3	1	3	3	3	1	2	2	3	3	005	000	005	010	39	2	2
Worcester Poly Inst	3	3	3	3	3	3	3	2	3	1	1	3	2	2	3	3	3	3	3	2	3	1	3	3	001	000	010	011	22	2	1
Boston Un	3	3	2	2	3	2	3	3	1	1	4	1	2	2	3	2	3	3	3	3	2	2	3	1	006	001	004	011	22	2	1
Coll of Holy Cross	3	3	3	3	2	3	2	3	2	2	3	3	2	2	3	3	3	3	3	2	2	2	3	3	003	001	007	011	22	2	1
Concordia Moorhead	3	3	3	3	3	2	2	2	2	2	2	3	2	2	3	3	3	3	3	3	1	2	3	2	001	000	010	011	24	2	3
Southeast Texas St	3	3	3	3	2	3	3	2	2	2	2	1	2	2	3	2	1	3	1	3	3	2	3	1	004	002	005	011	44	1	5
Panhandle A and M	3	3	3	3	3	3	2	3	2	3	3	3	3	2	3	1	3	3	3	3	3	1	3	3	000	000	011	011	37	1	3
Gannon Coll	3	3	3	4	2	3	2	3	2	2	3	3	2	2	3	3	3	3	3	3	2	2	3	2	003	000	008	011	39	2	2

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Tulane Un	3	3	3	3	2	2	2	2	2	2	3	3	2	3	3	2	3	2	3	3	1	2	3	2	001	000	010	011	19	2	5
LaGrange Coll	3	2	3	2	3	2	3	3	2	3	2	1	2	2	3	3	3	3	1	3	3	3	3	1	000	000	012	012	11	2	5
Mount St. Mary's Coll	3	3	3	3	2	2	3	3	2	2	2	2	2	4	4	4	4	2	3	1	3	3	3	2	002	000	010	012	21	2	2
Worcester St Coll	3	3	2	4	3	2	3	2	2	2	2	3	1	2	3	2	2	3	3	3	3	2	3	2	000	002	010	012	22	1	1
American Inter Coll	3	3	2	3	3	2	3	2	2	2	2	3	2	2	3	3	3	3	3	3	3	2	3	3	005	002	005	012	22	2	1
Church Coll Hawaii	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	2	000	000	012	012	12	2	6
Tennessee Wesleyan	3	3	3	3	3	2	3	3	3	2	2	3	2	2	3	2	3	3	3	3	2	2	2	2	000	000	012	012	43	2	5
Appalachian St Coll	3	3	2	3	3	2	2	2	2	2	3	3	2	2	3	3	2	3	3	3	3	2	3	2	002	000	010	012	34	1	5
East Texas St Un	3	3	3	3	3	3	2	3	2	2	3	3	2	2	3	2	3	3	3	3	3	2	3	2	002	000	010	012	44	1	5
Bradley Un	3	3	3	3	2	2	3	3	1	2	2	4	2	2	3	2	3	3	3	3	3	1	3	3	001	001	010	012	14	2	3
Eastern Ill Un	3	3	3	3	4	4	2	2	3	3	3	3	2	2	3	2	3	3	3	3	2	1	2	2	004	000	008	012	14	1	3
Mayville St Coll	3	3	3	3	4	2	2	3	1	1	3	3	1	2	3	3	3	3	3	3	3	3	1	2	000	000	012	012	35	1	3
Calif St Hayward	3	3	3	3	2	3	4	3	3	2	2	2	2	2	3	3	3	3	2	3	2	2	3	3	004	003	005	012	05	1	6
Kent State Un	3	3	3	4	2	2	3	2	2	2	2	1	1	2	3	2	3	3	1	3	2	2	3	1	004	002	006	012	36	1	3
Wayne State Coll	3	3	3	3	3	3	2	3	2	1	3	3	4	1	3	1	3	3	3	3	3	2	3	3	000	000	012	012	28	1	3
Slippery Rock St Coll	3	3	3	2	2	2	2	2	2	1	3	3	2	2	3	3	3	3	3	3	3	1	3	2	001	000	011	012	39	1	2
Alderson Broadhus	3	3	3	4	2	2	2	2	2	2	2	3	2	2	3	1	1	1	1	3	1	2	3	2	002	002	008	012	49	2	3

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C						
Dartmouth Coll	3	3	3	3	4	4	3	2	1	1	2	1	2	1	3	3	1	1	3	3	4	2	3	1	001	0-1	012	013	30	2	1	
Un of Mich	3	3	3	3	2	2	2	2	2	1	2	3	2	2	2	2	3	1	3	3	2	2	2	3	007	000	006	013	23	1	3	
Brooklyn Poly Inst	2	2	2	2	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	000	001	012	013	33	2	2	
Midwestern Un	3	3	3	4	3	2	2	3	1	3	3	3	1	2	3	3	1	3	3	3	1	3	3	2	000	003	010	013	44	1	5	
Un Calif Santa Barba	3	3	3	3	3	3	2	2	2	2	3	2	2	3	3	2	2	3	2	2	2	2	2	2	2	004	001	008	013	05	1	6
Tarkio Coll	3	4	3	2	3	3	3	2	1	2	2	3	2	2	3	1	3	3	3	3	3	3	3	3	3	000	000	013	013	26	2	3
John Carroll Un	3	3	3	3	2	3	2	3	2	3	2	3	2	2	3	2	1	3	2	3	2	2	3	1	003	005	005	013	36	2	3	
Richmond Pro Inst	3	3	3	3	2	2	2	3	2	2	3	3	2	2	3	3	3	1	1	1	2	2	3	2	003	0-1	010	013	47	1	5	
Trinity Coll	3	3	3	3	3	3	3	3	2	2	1	3	2	2	3	3	3	1	1	3	3	2	3	1	003	000	010	013	07	2	1	
Kansas St Coll	3	3	4	3	2	2	3	2	1	3	1	3	2	2	3	2	2	3	3	3	1	2	3	2	001	000	012	013	17	1	3	
Ursuline Coll	3	2	4	3	2	3	2	2	2	3	3	3	2	3	3	3	3	3	3	2	2	3	3	2	001	001	011	013	18	2	5	
Brescia Coll	3	3	3	3	3	3	4	4	2	2	2	3	2	2	2	2	1	3	1	4	3	2	3	2	003	000	010	013	18	2	5	
Jacksonville St Coll	3	3	3	4	3	3	3	4	2	4	3	3	4	2	3	3	3	3	3	3	3	3	3	3	4	000	000	014	014	01	1	5
Hartwick Coll	2	3	2	3	2	3	3	3	2	3	3	3	4	2	3	3	3	3	3	3	2	3	3	3	003	001	010	014	33	2	2	
College of Idaho	3	3	3	2	2	3	2	2	3	2	3	3	2	2	3	3	3	3	2	3	3	1	3	2	002	000	012	014	13	2	4	
Manitow St Coll	3	3	3	3	3	2	2	3	1	3	3	3	2	1	3	1	3	1	1	3	2	2	3	3	003	000	011	014	24	1	3	
St. Cloud St Coll	3	3	3	3	3	3	2	3	2	3	3	3	2	2	2	2	1	3	1	3	1	2	3	2	002	001	008	014	24	1	3	

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Quachita Baptist Coll	3	3	3	3	2	3	2	2	2	2	2	4	2	2	3	1	3	4	4	4	3	2	3	2	001	000	013	014	04	2	3
Un of Mississippi	3	3	3	4	3	2	3	2	2	3	3	3	2	2	3	2	3	3	1	3	1	3	3	1	002	000	012	014	25	1	5
Un of Tulsa	3	3	3	3	3	2	3	3	1	1	3	3	4	2	3	2	3	3	3	3	3	1	3	3	004	000	010	014	37	2	3
Western Wash St Coll	3	3	3	3	3	3	2	2	2	2	3	3	2	2	2	2	3	1	3	3	3	2	3	4	004	010	000	014	48	1	4
Geneva Coll	3	4	4	2	2	4	2	3	2	1	2	3	2	2	3	2	3	3	3	3	3	3	3	2	000	000	014	014	39	2	2
Lehigh Un	3	3	3	3	3	3	2	3	2	1	3	3	2	2	3	3	2	3	2	2	2	2	3	2	001	003	010	014	39	2	2
Carnegie Inst Tech	2	2	3	2	3	3	3	3	4	4	4	4	4	2	3	3	3	3	3	3	1	2	1	1	003	001	010	014	39	2	2
Rhode Island Coll	3	2	2	2	3	2	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	1	0-1	0-1	015	015	40	1	1
Samford Un	3	2	3	3	3	2	2	2	2	3	2	3	3	1	3	3	3	3	3	3	2	1	3	3	000	000	015	015	01	2	5
State Un N Y Stony	3	3	4	3	2	2	2	2	2	2	3	3	2	2	3	3	3	4	1	3	2	2	3	1	003	002	010	015	33	1	2
Un of Idaho	3	3	3	3	2	4	2	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	005	005	005	015	13	1	4
Alfred University	3	3	2	2	2	2	2	3	2	2	2	2	2	2	3	2	3	2	3	3	3	2	3	2	005	000	010	015	33	2	2
San Jose St Coll	3	3	3	3	3	2	2	2	1	3	2	3	1	1	3	2	3	3	2	3	2	2	1	2	015	0-1	0-1	015	05	1	6
San Francisco Art In	3	3	2	2	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	000	000	015	015	05	2	6
Coe Coll	3	3	3	3	3	3	3	3	1	1	1	2	2	3	3	3	3	3	3	3	2	2	3	1	000	000	015	015	16	2	3
Un Bridgeport	3	3	4	4	3	2	4	3	1	4	2	3	2	2	3	3	3	3	3	3	1	2	3	3	002	003	010	015	07	2	1
Elizabethtown Coll	2	3	3	3	2	2	3	2	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	000	000	015	015	39	2	2

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D										
Lycoming Coll	3	3	2	3	3	3	3	3	1	3	2	3	2	2	3	3	3	3	3	3	3	2	3	1	001	001	013	015	39	2	2
Shorter Coll	3	3	3	3	3	3	2	3	2	2	2	2	3	2	3	2	3	2	3	3	3	3	3	2	001	000	015	016	11	2	5
Indiana Inst Tech	2	3	4	3	3	2	2	3	1	3	3	3	1	2	3	3	3	3	3	3	3	3	3	1	000	001	015	016	15	2	3
Iowa St Un	3	4	3	4	3	4	2	2	2	2	4	2	2	2	3	4	3	2	2	4	2	2	3	2	006	000	010	016	16	1	3
Central Wash St Coll	3	3	3	3	2	3	2	2	2	1	1	1	2	2	3	2	2	3	1	1	1	2	1	1	004	002	010	016	48	1	4
Municipal Un Omaha	3	3	3	3	3	2	2	2	1	3	3	3	1	2	3	2	3	3	1	3	2	2	3	2	001	005	010	016	28	1	3
West Virginia Inst	3	3	2	2	3	2	2	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	1	000	001	015	016	49	1	3
Tuskegee Institute	3	2	3	2	2	2	2	2	2	3	3	3	2	2	3	3	3	3	3	3	3	1	3	1	002	000	015	017	01	2	5
Black Hills St Coll	3	3	3	3	4	2	2	3	2	3	1	3	2	1	2	1	2	3	3	3	3	3	3	2	001	001	015	017	42	1	3
West Texas St Un	3	3	3	4	3	2	3	3	3	3	3	3	2	2	3	2	3	3	3	3	3	2	3	2	002	005	010	017	44	2	5
Calif Western Un	3	3	2	2	3	2	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	1	3	1	002	000	015	017	05	2	6
Oregon Coll of Educ	3	3	3	4	3	2	2	3	2	2	2	4	2	2	2	2	3	3	3	3	2	3	2	2	004	003	010	017	38	1	4
Seattle Un	3	4	3	4	3	4	3	3	2	2	3	3	2	2	2	3	3	3	1	3	2	2	3	2	002	000	015	017	48	2	4
Boston College	3	2	3	2	2	2	2	3	4	2	3	2	2	3	3	3	3	3	1	3	2	3	3	1	010	000	008	018	22	2	1
Valparaiso Un	3	2	3	4	2	2	4	2	2	1	3	1	2	2	3	2	3	3	3	3	2	2	3	2	003	001	014	018	15	2	3
Southwest Mo St	3	3	3	2	2	3	2	2	2	2	3	1	2	2	3	2	3	3	3	3	3	1	3	2	003	0-1	015	018	26	1	3
Heidelberg Coll	2	3	3	3	2	2	3	3	2	3	1	3	2	2	3	2	3	3	3	3	2	2	3	3	000	006	012	018	36	2	3

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
McPherson College	2	3	3	3	2	3	2	2	2	3	2	3	2	2	3	2	1	3	1	1	3	2	3	2	000	003	015	018	17	2	3
State Univ Cortland	3	3	3	4	2	2	2	2	2	3	2	3	2	2	3	2	3	3	1	3	2	1	3	2	003	001	015	019	33	1	2
Calif St Fullerton	3	3	3	3	3	3	3	2	1	2	2	3	2	2	3	2	3	3	2	3	2	2	3	3	002	002	015	019	05	1	6
Un Connecticut	3	3	3	3	3	2	3	2	2	2	2	2	2	2	2	2	1	1	3	3	2	2	1	2	004	003	012	019	07	1	1
Washburn Un	3	3	3	3	3	2	2	3	1	3	2	3	2	2	3	3	3	3	3	3	1	2	3	1	003	001	015	019	17	2	3
St. Peters College	3	3	3	3	2	2	3	3	3	3	3	3	2	2	3	2	3	3	3	3	1	2	3	2	000	000	020	020	31	2	2
Un Minn Minneapolis	3	3	3	3	2	3	4	2	1	3	2	1	2	2	2	2	1	3	1	3	1	2	2	2	015	005	0-1	020	24	1	3
Trinity Un	3	3	3	3	2	3	3	2	2	1	3	3	3	2	3	3	3	1	3	3	3	3	3	3	001	016	003	020	44	2	5
Prairie View A M	3	3	3	3	2	2	2	2	2	2	4	3	3	4	2	3	3	3	3	3	3	4	2	2	0-1	0-1	020	020	44	1	5
Fresno St	3	3	3	3	3	2	2	3	1	1	2	1	1	2	3	2	3	3	2	2	2	2	2	2	006	004	010	020	05	1	6
Un of Nebraska	3	3	3	4	2	2	2	2	2	3	3	3	2	2	3	2	3	3	3	3	1	2	3	2	010	010	0-1	020	28	1	3
Long Island Un	3	3	3	3	2	2	2	4	2	2	1	3	3	2	3	2	3	3	3	1	3	2	3	2	001	004	016	021	33	2	2
State Un Oswego	2	3	3	3	2	2	3	3	2	3	2	2	4	2	3	2	1	3	3	3	2	2	3	1	000	003	018	021	33	1	2
Northern Arizona Un	3	3	3	3	3	3	2	2	2	2	2	1	2	2	3	2	3	1	1	3	2	2	1	2	001	000	020	021	03	1	3
Texas Christian Un	2	2	2	4	3	3	2	3	2	2	3	3	2	2	2	2	3	3	3	3	2	2	2	2	000	002	019	021	44	2	5
Washington Un	3	3	3	2	2	3	2	2	2	2	2	3	2	2	4	4	3	3	3	3	3	2	3	3	003	003	015	021	26	2	3
Catholic Un America	3	3	3	4	3	2	3	2	2	3	2	3	2	2	3	2	3	2	2	2	2	2	3	3	006	012	003	021	09	2	2

TABLE II CONTINUED

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	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Middle Tenn St Un	3	3	3	3	3	3	3	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	002	000	020	022	43	1	5
Pace Coll	3	3	3	4	3	3	2	3	2	3	3	3	1	4	4	4	4	3	3	3	2	2	1	2	002	0-1	020	022	33	2	2
Un of Washington	3	3	3	3	3	3	3	2	1	2	2	3	1	1	3	1	1	3	1	3	1	2	2	1	015	001	006	022	48	1	4
Dakota Wesleyan Un	3	3	3	3	3	2	3	3	2	2	2	2	2	2	3	2	1	3	1	2	2	2	3	2	003	000	020	023	42	2	3
Rensselaer Poly Ins	3	3	3	3	3	2	3	3	2	2	3	3	2	2	3	3	2	3	3	1	2	2	3	2	001	003	020	024	33	2	2
Harding Coll	3	3	3	3	3	3	3	3	4	2	3	4	2	3	2	2	3	4	3	1	2	3	3	000	000	024	024	04	2	3	
Central Michigan	3	3	3	3	3	2	2	3	1	3	3	3	2	2	1	2	3	3	3	3	1	2	3	1	005	0-1	020	025	23	1	3
Oakland Un	3	3	3	3	3	2	3	3	2	2	2	3	3	2	3	3	3	3	2	3	2	2	3	3	000	000	025	025	23	1	3
Winona St Coll	3	3	3	3	3	3	2	3	2	3	1	2	4	2	3	1	1	1	1	3	1	2	3	2	0-1	0-1	025	025	24	1	3
Winston Salem St Coll	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	000	000	025	025	34	1	5
Evansville Coll	3	3	3	3	2	3	2	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	000	000	025	025	15	2	3
Indiana Un Pa	3	3	3	3	2	2	2	2	2	2	3	3	2	2	3	2	3	3	3	1	1	2	3	2	003	002	020	025	39	1	2
San Diego St Coll	3	3	4	4	4	3	3	3	3	3	3	1	2	2	3	1	3	3	1	3	1	2	3	2	003	003	020	026	05	1	6
Campbellsville Coll	3	2	3	3	2	3	2	3	2	2	1	3	1	4	3	3	3	3	3	2	3	3	1	3	001	000	025	026	18	2	5
Marywood Coll	3	3	3	3	2	2	2	2	2	2	2	2	2	2	3	2	3	3	3	3	4	4	1	2	006	010	010	026	39	2	2
Un of Pittsburgh	3	3	3	3	3	2	3	3	1	3	3	3	1	2	3	3	3	1	2	3	2	2	3	2	010	001	015	026	39	2	2
Adelphi Un	3	3	2	3	3	2	2	2	2	2	2	3	2	2	3	2	3	3	3	3	3	2	2	2	011	006	010	027	33	2	2

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	A	B	C	D					A	B	D	C	E	A	B	C	D	A	B	C	D			A	B	C					
Un Calif Berkeley	3	3	3	3	3	2	3	3	2	2	2	2	2	1	3	3	1	1	1	3	2	2	3	2	018	001	008	027	05	1	6
Grambling Coll	3	3	3	4	3	3	2	2	4	2	4	4	4	2	4	4	2	3	3	4	3	2	3	2	002	000	025	027	19	1	5
St. Andrews Presbyter	3	3	3	2	4	2	2	2	2	3	3	2	2	3	3	3	2	2	3	2	1	1	3	000	000	028	028	34	2	5	
Eastern Wash St Coll	3	3	3	4	3	3	2	2	2	1	1	3	2	2	3	2	3	3	1	3	1	1	1	2	003	000	025	028	48	1	4
Manchester Coll	3	3	3	4	3	3	3	3	1	1	1	3	2	2	3	3	3	1	3	3	3	1	3	2	000	000	029	029	15	2	3
Louisiana Coll	3	3	3	3	3	2	2	2	2	3	3	3	3	2	3	2	2	3	3	3	3	2	3	2	001	003	025	029	19	2	5
Morrmouth Coll N.J.	3	3	2	3	3	2	2	3	3	3	3	3	3	2	3	3	3	3	3	3	2	2	3	1	000	000	030	030	31	2	2
Suffolk Un	3	3	3	3	2	3	3	3	2	2	2	3	2	2	3	2	3	3	2	3	2	2	3	2	005	010	015	030	22	2	1
Brigham Young Un	3	3	3	3	3	3	2	3	2	2	2	3	2	2	3	2	1	3	1	1	2	2	3	2	005	005	020	030	45	2	4
Univ of Louisville	3	3	3	4	3	2	4	3	2	3	2	3	2	2	3	3	3	3	3	3	2	2	3	1	005	005	020	030	18	1	5
Florida A & M Un	3	2	2	2	3	3	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	006	000	025	031	10	1	5
Un Miss Morris	3	3	3	3	3	3	3	3	2	2	2	3	4	2	3	3	3	3	3	3	3	2	3	3	001	000	030	031	24	1	3
Andrews Un	3	3	3	3	4	3	2	3	2	1	3	3	2	2	3	3	3	3	1	3	3	2	3	1	001	001	030	032	23	2	3
Hunter Coll Bronx	3	3	3	3	3	2	3	4	2	3	3	3	2	2	3	2	3	3	3	1	1	2	2	1	001	003	030	034	33	1	2
Un Calif Los Angeles	3	3	3	3	3	2	2	2	1	2	2	2	2	2	3	1	1	2	2	3	2	2	1	2	010	000	026	036	05	1	6
Oklahoma Baptist Un	3	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	3	3	2	002	000	035	037	37	1	3
Un of Southern Miss	3	3	3	4	3	3	2	3	2	1	3	3	2	2	3	2	3	3	3	3	2	2	1	2	002	006	030	038	25	1	5

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Un Southwestern La	3	3	3	3	3	3	2	2	2	4	4	4	2	2	3	2	3	3	1	3	2	2	3	2	000	000	040	040	19	1	5
Moorhead College	3	3	3	3	2	3	2	3	2	1	2	3	1	2	3	2	3	3	1	3	3	2	3	1	001	000	040	041	24	1	3
Rutgers Coll	3	3	3	3	3	2	3	3	2	2	3	1	2	2	3	2	3	3	3	3	2	2	3	2	004	004	035	043	31	1	2
Queens Coll	3	3	3	3	3	2	2	3	2	2	2	1	2	2	2	2	3	3	3	3	2	2	3	3	003	020	020	043	33	1	2
Un Calif David	3	3	3	4	3	2	3	3	2	3	3	3	2	3	3	3	3	1	1	3	1	2	3	3	009	004	030	043	05	1	6
Concord Coll	3	3	2	3	3	2	2	3	2	3	2	3	2	2	3	3	3	3	3	3	3	3	3	1	000	000	044	044	49	1	3
Hofstra Un	3	3	3	3	3	2	3	2	1	2	2	2	2	2	3	2	3	1	2	3	2	2	2	2	003	000	043	046	33	2	2
Southern Colo St Col	3	3	3	3	3	3	2	3	2	2	3	3	2	2	3	3	3	3	2	2	1	2	3	2	002	005	040	047	06	1	3
Un Missouri Columbia	3	3	3	3	4	2	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	002	000	048	050	26	1	3
St. Louis Un	3	3	3	3	2	2	2	3	2	2	2	2	2	2	3	2	3	2	1	2	2	2	3	2	010	005	035	050	26	2	3
West Virginia State	3	4	3	3	2	4	2	2	3	2	4	3	2	3	3	3	3	3	3	3	3	2	3	2	003	000	050	053	49	1	3
Western Ill Un	3	3	3	2	3	2	3	3	2	2	2	3	2	2	3	2	2	3	3	3	2	2	3	2	006	006	042	054	14	1	3
Un Miami	3	3	3	3	3	2	3	3	2	1	1	1	2	2	1	2	3	1	1	1	2	2	1	2	002	003	050	055	10	2	5
Georgia St Coll	3	3	3	3	2	2	2	3	2	3	3	3	4	2	3	3	3	3	2	3	2	1	3	2	005	003	050	058	11	1	5
West Georgia Coll	3	2	3	2	3	3	4	2	2	1	3	3	4	3	3	3	3	3	3	3	3	2	3	2	000	000	058	058	11	1	5
San Fernando Valley	3	3	3	3	3	3	3	2	1	2	2	1	2	2	3	2	3	3	2	2	2	2	3	3	003	007	050	060	05	1	6
South Dakota St Coll	3	3	3	3	4	2	2	3	1	2	3	3	1	1	3	3	3	3	1	3	1	1	3	1	006	0-1	055	061	42	1	3

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R	
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C						
Texas Technological	3	3	3	2	3	3	3	3	1	2	1	3	1	4	4	4	4	3	1	3	1	2	3	2	005	000	060	065	44	1	5	
Un of Toledo	3	3	3	3	2	2	2	2	2	2	2	2	3	2	2	3	3	3	3	2	2	2	3	2	0-1	0-1	0-1	065	36	1	3	
Calif St Long Beach	3	3	3	3	2	2	2	2	2	2	2	2	3	4	2	2	2	3	3	2	3	2	2	2	2	014	000	057	071	05	1	6
Hunter Coll	3	3	3	3	3	2	3	2	2	2	2	2	3	2	4	2	4	3	3	3	2	2	2	2	000	000	075	075	33	1	2	
New York Un	3	3	3	3	2	2	2	3	1	1	2	3	2	2	3	2	3	3	3	3	2	2	3	1	010	020	050	080	33	2	2	
Central Missouri St	3	2	3	3	3	3	2	2	2	1	3	3	3	2	3	3	3	3	3	3	3	2	3	1	005	000	075	080	26	1	3	
Southern Ill Un	3	3	3	3	4	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	1	2	1	3	2	015	009	062	086	14	1	3
East Carolina Coll	3	3	4	4	3	2	2	2	1	2	4	4	4	2	3	4	3	3	3	3	3	2	3	2	004	004	094	102	34	1	5	
City College New York	3	2	2	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2	2	007	002	100	110	33	1	2
Southwestern St Okla	3	3	3	3	3	3	2	2	2	2	3	3	2	2	3	2	3	3	3	3	3	2	3	2	0-1	0-1	110	110	37	1	3	
Kansas St Teachers	3	4	3	4	2	2	2	2	1	2	2	1	2	2	3	2	3	2	2	3	2	2	2	2	2	012	001	102	115	17	1	3
Un of Texas	3	3	3	2	2	4	2	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	2	015	010	100	125	44	1	5
Roosevelt Un	3	3	3	3	3	3	2	3	2	2	3	3	2	2	3	3	3	3	3	3	3	2	2	3	3	025	040	060	125	14	2	3
Southwestern St Okla	3	3	3	3	3	3	3	3	2	2	3	3	2	2	3	2	3	3	1	3	1	3	3	2	015	005	125	145	37	1	3	
Ohio St Un	3	3	3	3	3	2	3	2	1	1	3	2	2	1	2	1	3	3	3	3	1	2	3	1	008	0-1	140	148	36	1	3	
Ferris St College	2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	2	2	000	005	160	165	23	1	3
Weber St Coll	3	3	3	4	3	2	3	3	2	3	3	3	4	2	3	3	3	3	3	3	3	2	3	2	000	000	171	171	45	1	4	

TABLE II CONTINUED

NAME OF COLLEGE	1	1	1	1	2	3	4	5	6	6	6	6	6	7	7	7	7	8	8	8	8	9	10	11	12	12	12	T	13	14	R
	A	B	C	D					A	B	C	D	E	A	B	C	D	A	B	C	D			A	B	C					
Un of Alabama	3	3	3	4	3	2	2	2	2	2	3	3	2	2	3	2	3	3	3	3	2	2	1	2	025	005	150	180	01	1	5
Wayne St Un	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	3	2	2	2	030	005	145	180	23	1	3
Ball St Un	3	3	3	2	3	2	3	3	2	2	3	3	2	2	3	2	1	3	1	3	1	2	3	2	002	001	200	203	15	1	3
Central St Coll Okla	3	3	3	3	3	2	2	2	2	3	3	3	2	2	2	2	1	3	3	3	3	2	2	2	000	003	240	243	37	1	3

TABLE III

COLLEGES HAVING FOUR OR MORE BLIND STUDENTS

College	Number of Blind Students
Wayne State University	30
University of Alabama	25
Roosevelt University	23
University of California at Berkeley	18
Southeastern State Oklahoma	15
University of Texas	15
Southern Illinois University	15
University of Washington	15
University of Minnesota at Minneapolis	15
San Jose State College	15
California State Long Beach	14
Kansas State Teachers	12
Adelphi University	11
New York University	10
St. Louis University	10
University California Los Angeles	10
University of Pittsburgh	10
University of Nebraska	10
Boston College	10
University California Davis	9
Ohio State University	8
University of Hawaii	8
City College of New York	7
University of Michigan	7
American International College	7
South Dakota State College	6
Western Illinois University	6
Florida A and M University	6
Marywood College	6
Catholic University of America	6
Fresno State College	6
Iowa State University	6
Boston University	6
University of Rochester	6
Sacramento State College	6
Central Missouri State	5
Texas Technological	5
Georgia State College	5
University of Louisville	5
Brigham Young University	5
Suffolk University	5

TABLE III CONTINUED

College	Number of Blind Students
Central Michigan	5
Alfred University	5
University of Idaho	5
American International College	5
Villanova University	5
University of Southern California	5
University of Rhode Island	5
North Texas State University	5
Harvard University	5
East Carolina College	4
Rutgers College	4
University of Connecticut	4
Oregon College of Education	4
Central Washington State College	4
Western Washington State College	4
University of Tulsa	4
University California Santa Barbara	4
Kent State University	4
California State Hayward	4
Eastern Illinois University	4
Southwest Texas State	4
University of South Dakota	4
Providence College	4
University of Redlands	4
College of St. Thomas	4
Lewis and Clark College	4
Chicago State College	4
Saint Xavier College	4
Brandeis University	4
Virginia Union University	4
Hobart College	4
Dickinson College	4
Missouri Valley College	4
Manhattan School Music	4
Newton Sacred Heart	4
Albertus Magnus College	4
Drake University	4

TABLE IV

COLLEGES HAVING FOUR OR MORE DEAF STUDENTS

College	Number of Deaf Students
Roosevelt University	40
New York University	20
Queens College	20
Trinity University	16
Catholic University America	12
University of Texas	10
University of Nebraska	10
Marywood College	10
Suffolk University	10
Western Washington State College	10
Southern Illinois University	9
San Fernando Valley	7
Adolph University	6
Western Illinois University	6
University of South Dakota	6
University of Southern Mississippi	6
Heidelberg College	6
Lowell Technical Institute	6
Wayne State University	5
University of Alabama	5
Southwestern State Oklahoma	5
University Minnesota Minneapolis	5
St. Louis University	5
University of Louisville	5
Brigham Young University	5
University of Idaho	5
John Carroll University	5
Southern Colorado State College	5
West Texas State University	5
College of Emporia Kansas	5
Municipal University Omaha	5
Bethany College	5
Ferris State College	5
University of Tennessee	5
University California Davis	4
Fresno State	4
University of Rhode Island	4
East Carolina College	4
Rutgers College	4
Northland College	4
Saint Cloud State College	4
Idaho State University	4
Long Island University	4

TABLE IV CONTINUED

College	Number of Deaf Students
College of Great Falls	4
Notre Dame Missouri	4

TABLE V

COLLEGES HAVING FOUR OR MORE PHYSICALLY HANDICAPPED STUDENTS

College	Number of Physically Handicapped Students
Brown University	4
Wisc State River Falls	4
Calvin College	4
College of St Scholastica	4
Lenoir Rhyme	4
Hardin Simmons University	4
St. Marys San Antonio	4
Baylor University	4
Western Montana College	4
Kansas Wesleyan University	4
Nebraska Wesleyan	4
Delaware State College	4
Lock Haven State College	4
Edinboro State College	4
Cheyney State College	4
Newcomb College	4
University of New Hampshire	4
Hiramfield College	4
Macalester College	4
St. Ambrose College	4
Mount Mercy College	4
West Chester State College	4
General Beadle State College	4
St. Bonaventure University	4
Alma College	4
Rosary College	4
Wheaton College	4
DePaul University	4
Brandeis University	4
Lewis and Clark College	4
Colorado Woman's College	4
Central Conn State College	4
Boston University	4
Phil College Pharmacy	4
Siena College	4
Little Rock University	4
Oklahoma State University	4
Spelman College	3
University of Cincinnati	3
Anderson College	3
Stanislaus State College	3
University of Mississippi	3

TABLE V CONTINUED

College	Number of Physically Handicapped Students
University of Georgia	
College of St Thomas	
Stout State University	
Huntingdon College	
Georgian Court College	
Clark College	
Hillsdale College	
Clarkson College Technology	
Manhattanville College	
Livingstone College	
Shiner College	
Chapman College	
University California Riverside	
Huntington College	
Briar Cliff	
St. Mary College	
Wichita State University	
Berea College	
St. Josephs College Pa	
Southeastern La College	
Jacksonville University	
East Tennessee State University	
University of Santa Clara	
Union College	
Transylvania College	
East Steubensburg College	
Marshall University	
St John Fisher College	
State University Fredonia	
Bethel College	
Fordham University	
University of Vermont	
University of Redlands	
University of Southern California	
Villanova University	
Aquinas College	
Henderson State Teachers	
Waynesburg College	
Marygrove College	
Augsburg College	
Athens College	
Alabama College	
Northern Illinois University	
Parsons College	

TABLE V CONTINUED

College	Number of Physically Handicapped Students
Canisius College	5
Southwest Texas State	5
American Inter College	5
Rochester Inst Technology	5
California State Hayward	5
John Carroll University	5
University of Idaho	5
Marietta College	6
Juniata College	6
Livingston State College	6
Southern State College	6
St. Josephs Brooklyn	6
Greensboro College	6
High Point College	6
Abilene Christian College	6
College of St Catherine	6
Minnesota School of Art	6
Illinois Institute Technology	6
William Carey College	6
LaSierra College	6
Stephens College	6
St Martins College	6
Drexel Institute Technology	6
Glassboro State College	6
St Lawrence University	6
Mary Washington College	6
Kearney State College	6
Emory University	6
Adams State College	6
Eastern Montana College	6
Quinnipiac College	6
Providence College	6
University of Michigan	6
Southeast Missouri State	6
Morningside College	6
Earlham College	6
Barnard College	6
St Johns University Jamaica	6
University of Washington	6
St Olaf College	6
Guilford College	6
Colorado St College	6
Kent State University	6
Armstrong College	7

TABLE V CONTINUED

College	Number of Physically Handicapped Students
Luther College	7
Iona College	7
College of Holy Cross	7
Wisconsin State University	8
Samford University	8
Agricultural Tech	8
University of Dallas	8
Colgate University	8
Salve Regina College	8
Gannon College	8
Eastern Illinois University	8
Boston College	8
Florida State University	8
University California Santa Barbara	8
University California Berkeley	8
Alderson Broadhus	8
St Cloud State College	8
Rose Polytechnic	10
Richmond Pro Institute	10
Lander College	10
Alabama A and M College	10
Albany State College	10
Womans College Georgia	10
Carson Newman College	10
Montana School Mines	10
University of Puget Sound	10
Murray State University	10
Worcester Poly Institute	10
Concordia Moorhead	10
Tulane University	10
Mount St Mary's College	10
Appalachian State College	10
East Texas State University	10
Trinity College	10
Brescia College	10
University of Tulsa	10
Alfred University	10
Iowa State University	10
Bradley University	10
Hartwick College	10
Carnegie Institute Technology	10
Worcester State College	10
State University N Y Stony	10
Central Wash State College	10
Midwestern University	10

TABLE V CONTINUED

College	Number of Physically Handicapped Students
Lehigh University	10
Un Bridgeport	10
Oregon College of Education	10
Fresno State	10
Municipal University Omaha	10
West Texas State University	10
Adelphi University	10
Marywood College	10
Panhandle A and M	11
Slippery Rock State College	11
Mankato State College	11
Oreoline College	11
Dartmouth College	12
LaGrange College	12
Church College Hawaii	12
Tennessee Wesleyan	12
Mayville State College	12
Wayne State College	12
Kansas State College	12
College of Idaho	12
University of Mississippi	12
Brooklyn Poly Institute	12
University of Connecticut	12
Heidelberg College	12
Tarkio College	13
Quachita Baptist College	13
Lycening College	13
Jacksonville State College	14
Geneva College	14
Valparaiso University	14
Rhode Island College	15
Southwest Missouri State	15
Samford University	15
San Francisco Art In	15
Coe College	15
Elisabethtown College	15
Shorter College	15
Tuskegee Institute	15
California Western University	15
Seattle University	15
Indiana Inst Tech	15
West Virginia Institute	15
Black Hills State College	15
State University Cortland	15

TABLE 7 CONTINUED

College	Number of Physically Handicapped Students
Washburn University	15
University of Pittsburgh	15
California State Fullerton	15
McPherson College	15
Washington University	15
Suffolk University	15
Long Island University	16
State University Oswego	18
Texas Christian University	19
Prairie View A & M	20
Pace College	20
Central Michigan	20
St Peters College	20
Northern Arizona University	20
Middle Tenn State University	20
Dakota Wesleyan University	20
Indiana University Pa	20
Rensselaer Poly Institute	20
San Diego State College	20
Brigham Young University	20
University of Louisville	20
Queens College	20
Harding College	24
Winona State College	25
Oakland University	25
Winston Salem State College	25
Evansville College	25
Campbellsville College	25
Grubling College	25
Eastern Wash State College	25
Florida A and M University	25
Louisiana College	25
University California Los Angeles	26
St Andrews Presbyterian	28
Manchester College	29
Monmouth College NJ	30
University Minnesota Morris	30
Andrews University	30
Hunter College Bronx	30
University California Davis	30
University of Southern Mississippi	30
Oklahoma Baptist University	35
Rutgers College	35
St Louis University	35

TABLE V CONTINUED

College	Number of Physically Handicapped Students
University Southwestern LA	40
Moorehead College	40
Southern Colo State College	40
Western Ill University	42
Hofstra University	43
Concord College	44
University Missouri Columbia	48
West Virginia State	50
University Miami	50
Georgia State College	50
San Fernando Valley	50
New York University	50
South Dakota State College	55
California State Long Beach	57
West Georgia College	58
Texas Technological	60
Roosevelt University	60
Southern Illinois University	62
Hunter College	75
Central Missouri State	75
East Carolina College	94
City College New York	100
University of Texas	100
Kansas State Teachers	102
Southwestern State Oklahoma	110
Southwestern State Oklahoma	125
Ohio State University	140
Wayne State University	145
University of Alabama	150
Ferris State College	160
Weber State College	171
Ball State University	200
Central State College Oklahoma	240

TABLE VI

ADMISSION POLICIES AND FACILITIES OF PUBLIC COLLEGES

Question	Partially	Yes	No	Blank
1A	0	47(15%)	255(84%)	2(01%)
1B	0	59(19%)	239(79%)	6(02%)
1C	0	72(24%)	226(74%)	6(02%)
1D	0	85(28%)	166(55%)	53(17%)
2	0	88(29%)	196(64%)	20(7%)
3	0	194(64%)	84(28%)	26(8%)
4	0	160(53%)	125(41%)	19(06%)
5	0	157(52%)	138(45%)	9(03%)
6A	42(13%)	187(61%)	64(22%)	11(04%)
6B	42(14%)	105(35%)	147(48%)	10(03%)
6C	28(9%)	97(32%)	159(52%)	20(07%)
6D	23(8%)	25(8%)	239(79%)	17(05%)
6E	22(7%)	175(58%)	70(23%)	37(12%)
7A	19(6%)	222(73%)	52(17%)	11(4%)
7B	4(1%)	27(9%)	261(86%)	12(4%)
7C	23(7%)	194(64%)	136(45%)	11(4%)
7D	31(10%)	16(5%)	244(81%)	13(4%)
8A	26(8%)	12(4%)	258(85%)	8(3%)
8B	53(17%)	40(13%)	203(67%)	8(3%)
8C	15(5%)	12(4%)	269(88%)	8(3%)
8D	70(23%)	83(27%)	146(48%)	5(2%)
9	41(13%)	184(61%)	73(24%)	6(2%)
10	16(5%)	25(8%)	257(85%)	6(2%)
11	57(19%)	123(40%)	115(38%)	9(3%)

TABLE VII

ADMISSION POLICIES AND FACILITIES OF PRIVATE COLLEGES

Question	Partially	Yes	No	Blank
1A	0	129 (19%)	540 (78%)	21 (3%)
1B	0	156 (23%)	504 (73%)	30 (4%)
1C	0	195 (28%)	458 (67%)	37 (5%)
1D	0	206 (30%)	378 (55%)	106 (15%)
2	0	236 (34%)	410 (60%)	44 (6%)
3	0	422 (61%)	230 (33%)	38 (6%)
4	0	315 (46%)	324 (47%)	51 (7%)
5	0	208 (30%)	442 (64%)	40 (6%)
6A	83 (12%)	423 (61%)	150 (22%)	34 (5%)
6B	106 (15%)	196 (28%)	348 (51%)	40 (6%)
6C	58 (9%)	244 (35%)	353 (51%)	35 (5%)
6D	53 (8%)	47 (7%)	542 (78%)	48 (7%)
6E	30 (4%)	422 (61%)	156 (23%)	82 (12%)
7A	15 (2%)	532 (77%)	112 (17%)	31 (4%)
7B	7 (1%)	20 (3%)	632 (92%)	31 (4%)
7C	42 (6%)	113 (16%)	505 (74%)	30 (4%)
7D	56 (8%)	15 (2%)	589 (86%)	30 (4%)
8A	41 (6%)	26 (4%)	600 (87%)	23 (3%)
8B	65 (9%)	51 (7%)	549 (80%)	25 (4%)
8C	28 (4%)	41 (6%)	598 (87%)	23 (3%)
8D	79 (11%)	189 (27%)	400 (59%)	22 (3%)
9	117 (17%)	341 (50%)	217 (31%)	15 (2%)
10	18 (3%)	23 (3%)	641 (93%)	8 (1%)
11	85 (12%)	155 (22%)	438 (64%)	12 (2%)

TABLE VIII

COLLEGES ACCEPTING AND REJECTING HANDICAPPED STUDENTS
BY REGIONS

	Refuses Admission Because of Handicap	Accepts Handicapped Students	Left Question Blank
New England Region	29%	65%	6%
Middle States Region	22%	72%	6%
North Central Region	22%	71%	7%
Northeast Region	13%	79%	16%
Southern	30%	63%	7%
Western	20%	75%	5%

TABLE IX

SUMMARY OF PUBLIC COLLEGES: NEW ENGLAND REGION

Question	Partially	Yes	No	Blank
1A	0	7	15	0
1B	0	9	13	0
1C	0	15	7	0
1D	0	17	11	0
2	0	16	15	1
3	0	15	14	3
4	0	5	16	1
5	0	8	13	1
6A	0	12	8	2
6B	3	3	15	1
6C	2	9	10	1
6D	1	2	18	1
6E	1	12	7	2
7A	0	16	5	1
7B	0	1	20	1
7C	1	6	14	1
7D	3	2	16	1
8A	2	0	19	1
8B	2	0	19	1
8C	0	0	21	1
8D	2	4	15	1
9	4	14	5	2
10	1	0	20	1
11	4	5	12	1

TABLE X

SUMMARY OF PRIVATE COLLEGES: NEW ENGLAND REGION

Question	Partially	Yes	No	Blank
1A	0	8	51	2
1B	0	11	47	0
1C	0	19	37	5
1D	0	17	35	9
2	0	27	30	4
3	0	37	19	5
4	0	21	33	4
5	0	21	31	6
6A	6	38	13	4
6B	16	23	19	3
6C	7	25	26	3
6D	8	7	42	1
6E	1	46	9	5
7A	1	47	12	1
7B	0	1	60	0
7C	2	10	48	1
7D	5	1	55	0
8A	5	1	53	2
8B	1	3	51	0
8C	1	3	57	0
8D	8	16	36	1
9	7	38	11	2
10	0	3	58	0
11	8	11	41	1

TABLE XI

SUMMARY OF PUBLIC COLLEGES: MIDDLE STATES REGION

Question	Partially	Yes	No	Blank
1A	0	14	32	1
1B	0	14	32	1
1C	0	20	24	3
1D	0	17	24	6
2	0	13	32	2
3	0	38	4	5
4	0	20	24	3
5	0	26	17	4
6A	3	28	14	2
6B	4	14	27	2
6C	4	17	23	3
6D	3	4	37	3
6E	3	25	14	5
7A	2	31	10	4
7B	0	2	40	5
7C	0	22	22	3
7D	1	1	40	5
8A	2	0	40	5
8B	3	2	38	4
8C	2	0	41	4
8D	6	17	22	2
9	7	29	9	2
10	1	4	41	1
11	11	14	21	1

TABLE XII

SUMMARY OF PRIVATE COLLEGES: MIDDLE STATES REGION

Question	Partially	Yes	No	Blank
1A	0	18	133	2
1B	0	22	124	7
1C	0	46	102	5
1D	0	28	103	22
2	0	48	94	11
3	0	96	50	7
4	0	69	74	10
5	0	38	108	7
6A	23	103	21	6
6B	31	44	71	7
6C	16	60	68	9
6D	13	13	117	10
6E	12	99	26	16
7A	3	132	13	5
7B	2	0	144	7
7C	7	22	120	4
7D	12	2	132	7
8A	12	5	135	1
8B	14	16	121	2
8C	9	7	135	2
8D	23	62	66	2
9	18	94	39	2
10	11	5	137	0
11	20	41	88	4

TABLE XIII

SUMMARY OF PUBLIC COLLEGES: NORTH CENTRAL REGION

Question	Partially	Yes	No	Blank
1A	0	13	104	1
1B	0	17	97	4
1C	0	18	98	2
1D	0	30	67	21
2	0	38	66	14
3	0	69	38	11
4	0	68	44	6
5	0	59	57	2
6A	19	76	21	2
6B	16	43	57	2
6C	13	36	63	6
6D	9	10	94	5
6E	8	72	25	13
7A	8	90	17	3
7B	4	15	95	4
7C	17	56	41	4
7D	18	7	89	4
8A	12	9	95	2
8B	27	15	75	1
8C	5	6	105	2
8D	37	27	53	1
9	17	73	27	1
10	5	9	101	3
11	22	49	43	4

TABLE XIV

SUMMARY OF PRIVATE COLLEGES: NORTH CENTRAL REGION

Question	Partially	Yes	No	Blank
1A	0	49	186	9
1B	0	52	180	12
1C	0	68	163	13
1D	0	78	129	37
2	0	95	141	8
3	0	142	93	9
4	0	120	106	18
5	0	73	158	13
6A	35	149	50	10
6B	39	70	120	15
6C	20	88	126	10
6D	19	15	191	19
6E	12	144	54	34
7A	3	190	40	11
7B	3	9	221	11
7C	21	40	172	11
7D	21	7	207	9
8A	10	13	210	11
8B	22	15	193	14
8C	11	19	202	12
8D	30	72	136	6
9	44	118	76	6
10	4	7	226	7
11	31	48	162	3

TABLE XV

SUMMARY OF PUBLIC COLLEGES: NORTHWEST REGION

Question	Partially	Yes	No	Blank
1A	0	0	22	0
1B	0	0	22	0
1C	0	0	22	0
1D	0	2	12	8
2	0	6	15	1
3	0	10	9	3
4	0	11	6	2
5	0	11	8	0
6A	3	15	1	3
6B	4	9	7	2
6C	4	6	9	3
6D	1	2	16	3
6E	4	13	3	2
7A	3	18	1	0
7B	0	4	18	0
7C	1	13	8	0
7D	2	1	19	0
8A	2	0	20	0
8B	7	2	11	2
8C	3	2	17	0
8D	7	4	11	0
9	4	16	2	0
10	3	2	17	0
11	7	8	5	2

TABLE XVI

SUMMARY OF PRIVATE COLLEGES: NORTHWEST REGION

Question	Partially	Yes	No	Blank
1A	0	5	23	1
1B	0	5	22	2
1C	0	4	25	0
1D	0	11	13	5
2	0	10	18	1
3	0	19	9	1
4	0	14	14	1
5	0	8	21	0
6A	0	21	6	2
6B	4	11	12	2
6C	4	10	13	2
6D	1	1	25	2
6E	0	22	5	2
7A	0	25	3	1
7B	0	3	25	1
7C	0	7	21	1
7D	3	0	24	2
8A	1	1	25	2
8B	5	2	20	2
8C	1	1	25	2
8D	2	5	20	2
9	7	12	10	0
10	0	0	29	0
11	4	10	14	1

TABLE XVII

SUMMARY OF PUBLIC COLLEGES: SOUTHERN REGION

Question	Partially	Yes	No	Blank
1A	0	13	59	0
1B	0	19	52	1
1C	0	19	52	1
1D	0	28	33	11
2	0	20	50	2
3	0	49	19	4
4	0	38	29	5
5	0	30	32	1
6A	9	43	19	1
6B	12	22	36	2
6C	4	14	49	5
6D	5	2	62	3
6E	4	35	21	12
7A	2	50	17	3
7B	0	3	67	2
7C	2	24	43	3
7D	5	4	60	3
8A	4	2	66	0
8B	10	6	56	0
8C	3	1	67	1
8D	15	13	43	1
9	8	33	30	1
10	4	4	63	1
11	12	33	26	1

TABLE XVIII

SUMMARY OF PRIVATE COLLEGES: SOUTHERN REGION

Question	Partially	Yes	No	Blank
1A	0	37	108	6
1B	0	52	92	7
1C	0	40	99	12
1D	0	55	69	27
2	0	41	92	18
3	0	95	44	12
4	0	66	69	16
5	0	56	85	10
6A	13	84	43	11
6B	12	34	93	12
6C	10	44	86	11
6D	7	8	124	12
6E	3	80	47	21
7A	6	98	35	12
7B	2	5	133	11
7C	8	24	107	12
7D	9	3	129	10
8A	9	6	131	5
8B	15	10	120	6
8C	4	9	131	7
8D	13	23	108	7
9	34	57	56	4
10	3	7	140	1
11	19	38	91	3

TABLE XIX

SUMMARY OF PUBLIC COLLEGES: WESTERN REGION

Question	Partially	Yes	No	Blank
1A	0	0	23	0
1B	0	0	23	0
1C	0	0	23	0
1D	0	1	19	3
2	0	5	18	0
3	0	13	10	0
4	0	15	6	2
5	0	11	11	1
6A	8	13	1	1
6B	3	14	5	1
6C	1	15	5	2
6D	4	5	12	2
6E	2	18	0	3
7A	4	17	2	0
7B	0	2	21	0
7C	2	13	8	0
7D	2	1	20	0
8A	4	1	18	0
8B	4	15	4	0
8C	2	3	18	0
8D	3	18	2	0
9	1	22	0	0
10	2	6	15	0
11	1	14	8	0

TABLE XX

SUMMARY OF PRIVATE COLLEGES: WESTERN REGION

Question	Partially	Yes	No	Blank
1A	0	12	39	1
1B	0	11	39	2
1C	0	18	32	2
1D	0	17	29	6
2	0	15	35	2
3	0	33	15	4
4	0	22	28	2
5	0	12	36	4
6A	6	28	17	1
6B	4	14	33	1
6C	1	17	24	0
6D	5	3	43	1
6E	2	21	15	4
7A	2	40	9	1
7B	0	2	49	1
7C	4	10	37	1
7D	6	2	42	2
8A	4	0	46	2
8B	5	5	41	1
8C	2	2	48	0
8D	3	11	34	4
9	7	22	22	1
10	0	1	51	0
11	3	7	42	0

CHAPTER VIII

SUMMARY

Approximately 750 (75%) of the colleges studied in this survey will accept handicapped students. However, only approximately twenty-five percent (187) of these have specialized facilities for handicapped students.

It is evident from the comments and the high percentage of returns of the questionnaire that the colleges are interested in the welfare of handicapped students. The practical facts are that for so few handicapped students on most of the college campuses it is not practical to develop specialized facilities.

It would not be economically feasible or educationally sound to expect every college to be adequately prepared to meet the needs of handicapped students. If the colleges, or preferably a few colleges would be able to commit themselves to handling one type of handicapped student, there would be a greater possibility that these students could have a better college education with less chance of a possibility of becoming a dropout. In the more populated states, one university should be designated for the handicapped. In less populated states, a strategically located university to specialize in the training of one or more areas of the handicapped should be developed by a cluster of three or four states.

If there could be a central clearing house, wherein handicapped students could apply, this would eliminate the frustration of being rejected. Perhaps because of the high general rejection rate of college applicants, a

handicapped student may feel that he is being rejected because of his disability. It would appear that our colleges and universities should begin working together for the development of some type of a central agency or clearing house for college admissions applications. One solution would be to have a student fill out one application listing six institutions according to the order of preference. This would be sent to the "clearing house," perhaps supported by the Division of Vocational Rehabilitation. This organization would serve as a community clearing house and send the application to the appropriate university. If a university rejects the application, it would then be sent to the next on the list. Cooperation will be the key word and the solutions to the admissions problem. First of all, a common application form could be developed. There could be established a common set of procedures.

In order to help improve his chances for success in college a handicapped student should do the following:

- 1) During his freshman year in high school he should contact the Division of Vocational Rehabilitation.
- 2) After a tentative decision is made concerning his choice of vocation he should start searching for colleges that will accept and have provisions for his type of handicap.
- 3) He should visit the campus and officially apply during his junior year.
- 4) As soon as he is accepted he should pre-register for courses, checking classrooms that will meet his handicap. He should ask for a conference with the instructor, discuss his handicap and any special problems as taking examinations if he is blind.
- 5) The handicapped student should carry a lighter program during the first semester. Time should be given to adjust to college.

College admissions policies and facilities could be improved by the following:

- 1) Explain clearly the requirements expected in high school preparation.
- 2) Consider all factors of the handicapped and not the handicap alone.
- 3) Seriously consider subjective evaluations of the handicapped student as these might be more meaningful than objective evaluations.
- 4) Consider substitutions for handicapped students for certain college requirements. For example a required course in music appreciation would not be meaningful to a deaf student. However, he might profit greatly from an art appreciation course.
- 5) Pre-registration with choice of classrooms should be permitted to handicapped students.
- 6) If a college does not have the proper facilities nor a receptive philosophy for handicapped students the student should be refused admission with the specific explanation given. It is not helpful to admit a handicapped student if he must depend on his own resources.
- 7) Organize service clubs or local adult volunteers to assist handicap students. An example would be to braille reading material for blind students.
- 8) Provide facilities for handicapped students in all new buildings.

If it is determined that it is impossible for a handicapped student to attend college he may wish to consider being a homebound student. Several colleges offer courses over television. Others offer courses by telephone. Others offer courses by correspondence. Boston University offers a degree program that may be obtained by tutors at home, by tape recorders, correspondence or by telephone. Homebound students should be warned about fraudulent non-approved correspondence courses. Home study schools should be cleared through the National Home Study Council, 1601 18th Street, N.W.,

Washington, D. C. 20009.

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APPENDIX I
COVER LETTER OF QUESTIONNAIRE
LOYOLA UNIVERSITY

Lewis Towers * 820 North Michigan Avenue, Chicago 11, Illinois * Whitehall 4-0800

Every year there are hundreds of blind, deaf and physically handicapped high school graduates that are intellectually capable and have the desire to attend college. There is no collected information available concerning college admission policies or of the facilities available for handicapped students. Such information would be extremely valuable to handicapped students, their parents and high school counselors.

In order to fulfill this need, all four year universities and colleges are being surveyed and will be listed in the final tabulation. This research is being coordinated by the Educational Research Center of Loyola University.

An envelope is enclosed for the questionnaire. Your participation in completing this questionnaire and its early return will be of valuable assistance for handicapped students entering college.

Sincerely,

Gary H. Mahan
Lecturer

QUESTIONNAIRE ON COLLEGES FOR HANDICAPPED STUDENTS

1. Would the following handicapped students be refused admission to your college/university merely because of their disability?

A. Blind	Yes No
B. Deaf	Yes No
C. Students confined to wheelchairs	Yes No
D. An emotional problem sufficient in degree to have justified referral for professional help	Yes No
2. Are there exceptions made to admission requirements for handicapped students? Yes No
3. Is approval of the College Medical Service required before acceptance of a handicapped student? Yes No
4. Are substitutions or exceptions made for certain course requirements in your institution for handicapped students? Yes No
5. Is there an adaptive physical education program for handicapped students? Yes No

FOR WHICH OF THE FOLLOWING DO YOU HAVE SPECIALIZED FACILITIES?

6. BLIND

A. Are recording devices allowed in classrooms	Partially	Yes No
B. Reading service available	Partially	Yes No
C. Listening rooms	Partially	Yes No
D. Texts recorded on tapes	Partially	Yes No
E. Would a seeing-eye dog be allowed in classrooms	Partially	Yes No
7. DEAF

A. Preferential seating	Partially	Yes No
B. Instruction in lip reading	Partially	Yes No
C. Corrective Speech Training Available	Partially	Yes No
D. Amplification equipment in classrooms	Partially	Yes No
8. PHYSICALLY HANDICAPPED

A. Specialized housing facilities for handicapped	Partially	Yes No
B. Ramps provided into buildings	Partially	Yes No
C. Transportation on campus	Partially	Yes No
D. Use of elevators	Partially	Yes No
9. Is there psychiatric or psychological counseling available? Partially Yes No
10. Do you have cooperation or planning with State or private agency for handicapped students? Partially Yes No

APPENDIX II (Continued)

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QUESTIONNAIRE ON COLLEGES FOR HANDICAPPED STUDENTS (Continued)

11. Do you have cooperation or planning with any State or private agency for handicapped students? Partially Yes No

12. Approximate number physically handicapped students in your institution.

Blind _____

Deaf _____

Physically Handicapped _____

13. Name of College _____ City _____ State _____

14. Is your college or university Public _____ or Private _____?

Your Name

Title

APPENDIX III

ORGANIZATIONS AND AGENCIES FOR THE HANDICAPPED

The lack of the Federal Government in providing medical research and services on a national level has resulted in the development of many private agencies to meet specialized needs. This multi-organizational approach has led to over emphasis and duplication in some areas and inadequacy in other areas. These organizations and agencies have brought their problems to the attention of all and consequently millions of dollars have been contributed, many worthwhile research projects have been completed, the public has been partially educated and many handicapped persons have been served.

The following organizations will provide additional information and guidance in their specialized areas. Students, parents and high school and college counselors should contact these agencies for general or specialized information that might benefit handicapped college students. Most of the agencies produce national directories and lists of services available.

Alexander Graham Bell Association for the Deaf
1537 35th Street, NW
Washington, D. C.

American Academy for Cerebral Palsy
1520 Louisiana Avenue
New Orleans, Louisiana

American Association of Instructors of the Blind
2363 South Spring Avenue
St. Louis, Missouri

American Association of Workers for the Blind
1511 K. Street, NW
Washington, D. C.

American Council on Education
1785 Massachusetts Avenue, NW
Washington, D. C.

American Foundation for the Blind
15 West 16th Street
New York, New York

American Hearing Society
919 18th Street, NW
Washington, D. C.

American Personnel and Guidance Association
1605 New Hampshire Avenue, NW
Washington, D. C.

American Physical Therapy Association
1790 Broadway
New York, New York

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky

American Psychiatric Association
1700 18th Street, NW
Washington, D. C.

American Psychological Association
1333 16th Street, NW
Washington, D. C.

American Public Health Association
1790 Broadway
New York, New York

American Speech and Hearing Association
1001 Connecticut Avenue
Washington, D. C.

Association for the Aid of Crippled
345 East 46th Street
New York, New York

Association for Physical and Mental Rehabilitation
105 Lawrence Street
Rehoboth Beach, Delaware

Association of College Admissions Counselors
610 Church Street
Evanston, Illinois

Association of Rehabilitation Centers
828 Davis Street
Evanston, Illinois

Conference of Executives of American Schools for Deaf
California School for the Deaf
2601 Warring Street
Berkeley, California

The Convention of American Instructors of the Deaf
Gallaudet College
Washington, D. C.

The Council for Exceptional Children
1201 16th Street, NW
Washington, D. C.

International Society for Rehabilitation of the Disabled
701 First Avenue
New York, New York

National Association for Brain-Injured Children
1617 East 7th Street
Brooklyn, New York

National Association for Mental Health
10 Columbus Circle
New York, New York

National Association of Sheltered Workshops and Homebound Programs
1029 Vermont Avenue
Washington, D. C.

National Recreation Association
2 West 8th Street
New York, New York

National Rehabilitation Association
1029 Vermont Avenue, NW
Washington, D. C.

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois

The National Society for the Prevention of Blindness
16 East 40th Street
New York, New York

The President's Committee on Employment of the Handicapped
14th and Constitution Avenue
Washington, D. C.

United Cerebral Palsy Association
321 West 44th Street
New York, New York

Western Interstate Commission for Higher Education
University East Campus
30th Street
Boulder, Colorado

U. S. Office of Education
Division of Handicapped Children and Youth
Department of Health, Education and Welfare
Washington, D. C.

U. S. Vocational Rehabilitation Administration
Department of Health, Education and Welfare
Washington, D. C.

APPENDIX IV

ADMISSIONS COUNSELOR'S PERSONAL COMMENTS

- 1) We have admitted one blind student for the coming year--we are not providing specialized facilities.
- 2) Sacred Heart Seminary is a four year Liberal Arts College which prepares candidates for the Catholic Priesthood. In view of this fact we cannot accept any handicapped students.
- 3) The college is a teacher preparation institute. This precludes acceptance of many handicapped students.
- 4) Please note that we would like to admit such people but we do not have proper facilities.
- 5) Because of the complications and difficulties of job placement as well as the problems encountered in movement from campus to place of employment we have no handicapped students in the sense of which you refer.
- 6) Students must make arrangements for these facilities.
- 7) We have no facilities for severely handicapped students.
- 8) The great majority of handicapped students from this State attend Emporia State College. They have adequate facilities in all handicap areas.
- 9) The College has no formal policy concerning the acceptance of such students and judges each case on its merits. In all honesty, I must say we do not have specific facilities for blind, deaf or severely handicapped high school graduates.
- 10) We do have handicapped students enrolled but no special facilities for them.
- 11) We neither encourage or discourage applications from handicapped students. . . we provide no equipment or facilities for handicapped students.
- 12) Each year we do a little more--but I still recommend that these students go to the University of Illinois.

APPENDIX IV (Continued)

- 13) Brennan College is not prepared to accept disabled students who cannot keep pace with the other students.
- 14) I am very sorry but we do not have specialized facilities to handle handicapped students at this institution.
- 15) This information should not be used to encourage handicapped students from other states to make application for admission to this University. We make every effort to provide for those handicapped students who regularly apply from our state.
- 16) Yale has always been prepared to accept handicapped students provided that they meet the intellectual and character requirements expected of all students, their handicap will not be such as to interfere with their being able to carry a full and normal program of study and to compete successfully with all other students, and that our facilities are such as to meet their needs without undue cost or disruption of normal procedures.
- 17) We had a student, confined to a wheelchair, with us for our years but found from experience that this is impossible with our physical lay-out.
- 18) Our full-time students must be directed towards priesthood in Roman Catholic Church. Under present legislation, the presence of blind or deaf in a seminary such as ours would be totally unusual.
- 19) Students with emotional problems are generally not accepted here unless we can be sure that the additional stress of a rigorous curriculum and a fast pace will not increase the psychological problem. In general, our curriculum is one that causes psychological problems in students who are prone to emotional difficulties even though no such difficulties have ever shown up. We are thus very hesitant to accept students where these difficulties are already in evidence.
- 20) The acceptance of a person who is handicapped is somewhat on an individual basis, depending upon the type of handicap and how well the individual is able to manage for himself or to make his own arrangements for special care or tutoring.
- 21) I do not care to say that we would refuse these students admissions but we are not prepared to take care of such college classes.
- 22) In the case of a student with a history of emotional illness we would ask for a clearance from the college physician.

APPENDIX IV (Continued)

- 23) Some of the answers would be decided by faculty vote and until we have the occasion we have no way of finding out what the faculty or certain members of the administrative staff would decide.
- 24) Our primary function is the preparation of elementary teachers. We expect our graduates to be in full control of the classroom situation. In general a handicapped person would not be able to meet basic requirements.
- 25) A student who has had psychiatric treatment would have to have a letter from his psychiatrist and the approval of our Student Health Center before we could consider him for admission.
- 26) Because Lincoln Memorial University does not have the financial resources to provide the facilities it considers necessary for providing an adequate educational opportunity to persons with severe physical or emotional handicaps, it does not admit physically handicapped individuals in its student body.
- 27) No specialized facilities of any kind are available at this institution.
- 28) In general, the University of Dayton's policy for the blind, deaf, and handicapped is if they are physically able to get around the campus and they are intellectually capable, then we will accept them.
- 29) As a small (600) undergraduate liberal arts college for women, we do not normally have space or facilities for handicapped students.
- 30) Our one concern is that every student have the physical and emotional stamina (as well as the intellectual capacity) to make possible a productive experience at Vassar.
- 31) It is our feeling that we are limited in being able to provide the proper facilities and that this student would be better accommodated and happier where these do exist.
- 32) May I at the outset say how very heartily I approve of your project. There is all too little information available, and I have felt this need many times when I have had inquiries from handicapped students. Students who had had psychiatric treatment would not in any way present a problem for admission here providing that the student was not dependent on continuing counseling.
- 33) At the present time St. John's University does not have the facilities nor the plans for such facilities to accommodate blind, deaf or physically handicapped.

APPENDIX IV (Continued)

- 34) We would always try to adapt to the need of the student.
- 35) We will not accept a student with an emotional problem if he is currently receiving therapy unless we have a clearance from a physician or a psychiatrist indicating that it is wise for him to be in a college setting.
- 36) The questionnaire is not applicable to our situation. Our students are members or potential members of various religious Sisterhoods.
- 37) We are most reluctant to admit such students because we are not equipped to give them adequate special attention.
- 38) Major psychiatric illness and hospitalization has not negated admission as long as appropriate referral into the community has been made prior to admission and the patient's mental illness is not characterized by aggressive contagious homosexuality or other gross overt antisocial activities.
- 39) We are sorry to inform you that at the present time Yankton College has no facilities for handicapped students. As our institution grows we hope to be able to add such facilities.
- 40) Cornell University is glad to know of the survey being conducted at Loyola on behalf of the physically handicapped who are interested in going to college. Certainly, there is a real need in this area.
- 41) From 1855 until September of 1966 we have been exclusively a teacher education institution. This precluded the admission of some students who might now be favorably considered for our liberal arts program.
- 42) A student who has previously had psychiatric counseling will be admitted; however, a student who is under the care of a psychiatrist at the time she applies or is to enter Queens would not be admitted.
- 43) Our admission policy would exclude no one because of physical disability but rather that we have no facilities to deal with such students.
- 44) All new buildings designed must make adequate provisions for handicapped students.
- 45) We have no facilities for handicapped students and therefore could not accept any in our present setup.

APPENDIX IV (Continued)

- 46) We are willing, but we are not equipped.
- 47) I am sorry, but our college is not equipped to educate the handicapped.

APPROVAL SHEET

The dissertation submitted by Guy Harold Mahan has been read and approved by members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

12/15/67
Date

Samuel T. May
Signature of Adviser