Instructions for Raters

In making the following ratings, please keep in mind that they will be used to compare this student with other very capable students. If you feel that this student is a worthy scholarship candidate, it is expected that you will want to rank him/her as favorably on all questions as you conscientously can. The rating scales have been designed very finely at the upper extreme so that distinctions can be made among such talented students.

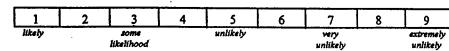
This form will be used so that no single unfavorable rating will automatically disqualify any candidate. While one purpose of the scholarship awards is to encourage "well rounded" development, it is recognized that an extremely gifted young person who holds promise of making a really worthwhile contribution to society often, at least in his/her early development, does not show up well in all areas. It is extremely promising youth above all else that the scholarship program desires to encourage.

In rating the student, please circle one number on each of the four rating scales which indicates the most favorable rating, with evidence available to you seems to justify.

In making these ratings do not attempt to allow for unpredictable events.

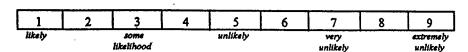
It is important that specific examples be cited in support of each of your ratings. These will be extremely valuable to the Committee in assessing the candidate's qualifications and unique assets.

If the student is assured sufficient financial support and enters a college of high standards, how good are his/her chances of graduating in the highest 25 of his/her college graduating class?



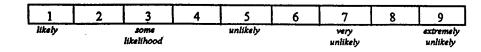
Why do you think so?

Considering only the student's interests, work habits and life goals, what are the chances that he/she will be motivated to take full advantage of the educational opportunities that would be available to him in a good college?



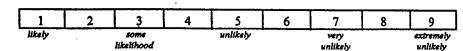
What are your reasons?

In comparison with other students who possess sufficient ability to profit from a college education, how would you describe this student with regard to the expression of new, original or ingenious ideas and points of view either in his/her class work or in other school activities?



Please cite specific examples to support your rating:

What are the chances that this student will have personal, emotional, and/or social problems which will prevent him/her from doing college work in line with his capabilities?



Why do you think so?

-	s this student given any strong evidence of leadership ability?		?	Yes	No	
Has the student shown eand so forth? Yes pleased if the tead briefly describe the	No Please her or teache	cite specific expamp ers most familia	les (Note: The (r with the stud	Committee woul ent's special pro	d be especially pjects would	
What is the candidate's p	orincipal weakness	s, if any?				
Is there any area in which you feel the candidate may need special guidance?						
What is the candidate's relationship to his/her contemporaries? How is this shown?			· · · · · · · · · · · · · · · · · · ·		☐ Respected ☐ Disliked	
Sometimes special circumstances should be considered when evaluating a student's achievement record and test scores. If, in your opinion, this student may have been handicapped by any such circumstances, please specify.						
What size is the commun	nity in which your s	school is located?				
☐Less than 500	□500-1000	□ 1500-5000	□5000-25,000	25,000-100,000	over 100,000	
What economic or social conditions characterize your community or the occupation of most of the parents represented in your school? (e.g., farming area, mill town, university town)						
Approximately what perc	centage of graduat	es from your high sch	nool go to college?.			
How many students are (Exclude physical educa						
- Date	te Signature			Title		

Please have Secondary School Record (on the back page) completed before form is returned.