

The main portion of these files covers President Harper's Administration and the earlier part of President Judson's, 1906-12.

This blue sheet indicates that the letter to which it is attached belongs in the period 1912-1923 of President Judson's Administration, or in President Burton's Administration, 1923-1925.

The main portion of the report is devoted to a description of the
Administration and the activities of the various departments of the
This also shows that the report is not a
attached hereto for the period 1912-1913 of President Johnson's
Administration, or in connection with a reorganization, 1912-1913.

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LOYOLA UNIVERSITY
HAYES AVENUE AND SHERIDAN ROAD
CHICAGO

President Harry P. Judson,
Chicago University.

Feb 12th. 1913

Dear Sir;

I am very much interested in the subject, to quote your own words: "Can we not in our educational system save at least two years-----"

Many of our Catholic educators are asking this same question. A very thoughtful paper was read at the Catholic Educational Society last year. Could we not get together here in Chicago and talk the matter over and try to create interest in the subject. I for one am most willing to join in any movement towards this end. I think that if, as President of the Chicago University, you would call a meeting that many would respond.

I believe that something should be done to solve this problem and save the time that is being lost in our system of education. Is not Illinois ready to take the lead in this all important matter.

Very sincerely,

(Per.) *H. F. Spalding S. J.*

Chicago, February 15, 1913

Dear Sir:-

Your favor of the 12th inst. is received.

I am glad to know that the subject is receiving attention, as I am sure that it is an important one in educational policy. I should be interested in reading the paper presented last year at the Catholic Education Society if it is in print. Your suggestion of a conference in Chicago strikes me quite favorably. It seems to me, however, a little better that such conference might be called not by one institution or by one individual, but rather by a group who might unite in a letter to that effect. I shall see President Harris of Northwestern in a short time, and will raise the question with him, and if he concurs perhaps a joint letter sent out by representatives of Northwestern, Loyola, and Chicago might be the right way of getting at it.

Better still, we might perhaps have a preliminary conference in which three or four persons only should meet and sketch out a general plan. I should be glad to know how these suggestions strike you.

With sincere regards, I am,

Very truly yours,

H.P.J. - L.

Rev. H. S. Spalding, S.J.,
Loyola University,
Hayes Avenue & Sheridan Road, Chicago.

LOYOLA UNIVERSITY
HAYES AVENUE AND SHERIDAN ROAD
CHICAGO

Aug. A

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Pres. H. P. Judson,

Feb. 17th.

Chicago University.

Dear President Judson;

Your letter came to-day in regard to the matter of a meeting to consider the question of shortening the school courses. I shall be pleased to meet you and President Harris any evening to formulate a plan of action. Of Course, I do not consider Loyola as influential as your institution or Northwestern; but as the matter will finally go before the people and as we have over a million of our Catholic people here in Chicago our cooperation should assist the movement.

I shall send you a copy of the report read at the Catholic Educational Society. I hope that you will take up the matter at once.

Very sincerely,

H. S. Spalding, Jr.

LOYOLA UNIVERSITY
NORTH AVENUE AND GREENWICH ROAD
CHICAGO

Pres. E. P. Jackson,

Chicago University.

Dear President Jackson:

Your letter came to-day in regard to the matter of a meeting to consider the question of shortening the school course. I shall be pleased to meet you and President Harris any evening to formulate a plan of action. Of course, I do not doubt either Loyola as influential as your institution or Northwestern; but as the matter will finally go before the people and as we have over a million of our Catholic people here in Chicago our cooperation should assist the movement.

I shall send you a copy of the report read at the Catholic Educational Society. I hope that you will take up the matter at once.

Very sincerely,

H. J. O'Connell

Feb. 17th.

Chicago, February 18, 1913

Dear Mr. Spalding:-

Your favor of the 17th inst. is at hand. I am leaving town to-day for the balance of the week for a trip to Tuskegee, and on my return will take up immediately the question of which we spoke. I spoke to President Harris about the matter the other day, and he very cordially concurred with me in the desirability of Loyola being represented with us in the conference.

Very truly yours,

H.P.J. - L.

Dr. H. S. Spalding, S.J.,
Loyola University,
Hayes Avenue & Sheridan Road, Chicago.

ACTION OF THE FACULTY
OF THE COLLEGES

June 3, 1914

A committee* of three, appointed by the Board of Admissions, shall be empowered to confer with any accredited high school and to approve plans drawn by the school for according extra credit for work done at high grade. The University will then accept the definition of a unit offered by the school.

In general the principles governing such a plan of accrediting are to be as follows:

First, the number of courses to be taken by the individual student shall be limited and shall in no case exceed four units a year, except that non-credit subjects such as physical education may be taken above the four.

The granting of excess credit shall not depend upon a few accidental courses carried with a high grade, but shall depend upon ability to carry consistently at a high level a number of different courses, particularly in the second half of the high school course.

✓ Credit of the type in question must be recognized by the high school itself for graduation, and must be awarded to the exceptional student rather than to the average student.

*Committee appointed: Mr. Judd, chairman; Mr. Butler, and Mr. Payne.

*Adopted by the Board of Admissions
June 5, 1915*

REPORT OF THE STANDING COMMITTEE ON EXCESS
CREDIT FOR HIGH GRADE SECONDARY SCHOOL WORK.

The committee appointed at the beginning of the year to negotiate with high schools which wish to submit plans for excess credit for high grade work has encountered several obstacles in preparing a report. In the first place, the committee has canvassed each of the plans submitted and has had occasion to recommend revisions of the various plans. A good deal of time has therefore been expended in carrying on negotiations with the high schools concerned. In the second place, schools that have such plans in operation are so unaccustomed to expect college credit for the units which they grant on the basis of excess credit that they have responded slowly to the committee's urgent request for a revision of their plans under the suggestions made by the committee.

The committee wishes to submit the following:

- 1) The plan of University High School in complete form.
- 2) The plan of the De Kalb Township High School in complete form.
- 3) The plan of the J. Sterling Morton High School, partially formulated. (Referred to the Committee with power; no action yet taken.)
- 4) General recommendation as to the method of procedure in controlling the students who enter the University under these regulations.

(1) UNIVERSITY HIGH SCHOOL

I. Requirements for Graduation

For graduation sixteen units must be offered, including:

1. The following specific requirements:

English	3 units
Foreign language	1 unit
Mathematics	1 "
History	1 "
Science	1 "
Group 6 (manual work)	1 "
Physical training and hygiene	1 "

2. One major sequence of three units and two minor sequences of two units each from the following groups: foreign language, mathematics, history, science, the manual arts.

3. Two sequences may be offered in foreign languages, but from no other group.

4. Not more than one unit each may be offered in music and physical training and hygiene.

II. Credit for Courses

Courses consisting of one hundred twenty sixty-minute hours of preparatory work or the equivalent in laboratory or shop work are credited as follows:

A+ (95)	-----	1.25 units
A (90)	-----	1.2 "
B+ (85)	-----	1.15 "
B (80)	-----	1.1 "
C+ (75)	-----	1.0 "
C (70)	-----	.95 "
D+ (65)	-----	.9 "
D (60)	-----	.85 "
F (below 60)	-----	-

Limitations

- 1) Pupils who receive extra credit may not take work in excess of four units on a basis of C+ (75) grade (physical training excepted).
- 2) Pupils may take a maximum of four and one-half units (reckoned on the basis of C+ (75) grade in case the excess over four units is for subjects in group VI, or debating, dramatics, or music. But no extra credit may be received for high grades.
- 3) Pupils taking work in excess of four units on a basis of C+ (75) grade will receive penalty for low grades.
- 4) Pupils will be allowed to take work in excess of four and one-half units on a basis of C+ (75) grade only when the average grade of the previous semester has been B, except by special vote of the faculty.
- 5) The total excess credit shall not be more than double the amount earned in the last half of the course.

(2) DE KALB TOWNSHIP HIGH SCHOOL

I. Requirements for Graduation

One hundred sixty credits (16 units) are required for graduation. The required credits must include two majors of thirty credits each and two minors of twenty credits each. Of these one major must be in English; the other major and the two minors must be selected from the groups of Foreign languages, History, Science, or Mathematics. A major in the language group must be in one single language.

II. Credit for Courses

1. Honors for class work are of two grades: honor and high honor.

2. Students receiving high honors for the semester are those who get twenty honor points.

3. Students receiving honors for the semester are those who get eight honor points.

4. Honor points will be awarded as follows, for semester grades in five-hour prepared studies:

E+	9	G+	3	P+	-3
E	8	G	2	P	-4
E-	7	G-	1	P-	-5
VG+	6	F+	0	F1	Ineligible
VG	5	F	-1		for honors
VG-	4	F-	-2		

Students receiving high honors for the four years shall receive two additional unit credits, that is, shall be allowed to graduate with fourteen units. Students receiving honors for the four years shall be allowed one unit credit. A student receiving high honors or honors for any given year shall receive one-fourth of the above extra credits.

Limitations for Students Seeking Extra Credit

- 1) Twenty periods per week, in groups 1-5, constitute maximum work; two periods laboratory to count as one period in class room.
- 2) Students shall be allowed to carry $4\frac{1}{2}^*$ (this is to be changed to 4) units per year of all subjects, provided the work is carried with a grade of 75.
- 3) Pupils taking more than prescribed maximum shall receive penalty for low grades, but not excess for high grades.
- 4) Pupils to be allowed to exceed the maximum only when the average of the previous semester has been 80%, except by special vote of the faculty.
- 5) The total excess credit shall not be more than double the amount earned in the last half of the course.

** 4 as approved by the Bd. of Admins.*

(IV) EXCESS CREDIT FOR HIGH GRADE WORK IN
SECONDARY SCHOOLS

In making a recommendation favorable to the adoption of the various plans which have been submitted to us by secondary schools, we call attention to the general principle which has appeared in other legislation of the University, that when credit of any sort is given or any arrangement is made with a secondary school based on the assumption that the student is a high grade student, the University has regarded it as essential that ^{such} action be justified by the work done by the student in the Junior Colleges. It would seem natural, therefore, to suggest that if a student who has received excess credit is not able to carry college work with a high grade there should be some readjustment.

The logical procedure in case an appreciable number of students of high grade fail to maintain themselves at a high level in college subjects would be to give up the relation with the school concerned. It is therefore recommended -

1) That in the case of a student admitted on the basis of excess credit for high grade work in the secondary school failing to maintain himself on a similar plane in college subjects, his total credits shall be readjusted at the end of his second year in college, or earlier, if recommended by his dean, by carrying back college work to make up his entrance deficiencies.

2) That each such case of readjustment shall be reported to this Board and to the secondary school, to the end that upon the initiative of either a readjustment of the relation between the University and the school may be made.

The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

November 2, 1915.

My dear President Judson:-

I find on sitting down to make a report for you in response to your inquiry of November 1st regarding the administration of the new rule as to the admission of high school students with exceptionally high standing, that I am still a little in doubt as to precisely which angle of this matter you had in mind.

The most recent legislation on the matter is under date of June 3rd, 1914, which provided for the admission of very high grade students with excess credentials, and put in the hands of a special committee the power to negotiate with individual schools in order to establish the precise conditions under which the plan should be put in operation. After a good deal of conference with individual school principals and a study of the peculiar problems presented by the different schools, the committee recommended to the Board of Admissions, and the recommendation was adopted June 5th, 1915, that we enter into the relations mentioned with the University High School, the De Kalb Township High School, and the Sterling Morton High School. Several other schools are assigning their own credits on the basis of quality as well as quantity, but these were the only ones which at the moment it seemed wise to enter into specific relations with. You will observe that this action was not taken until June last. As a matter of fact no students have come to us during the present autumn quarter under the new arrangements. A number of University High School

The University of Chicago

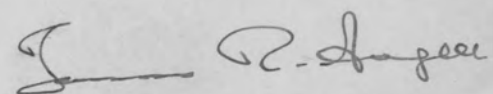
The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

students would so have entered had not the school, because of a change in its own marking standards, thought it unfair to its own students to enter any of them during the present year under the terms of this new agreement. I fancy that in the case of the two other schools, from which we get but few students in any case, the lateness of the final arrangements may have operated to inhibit the immediate application of the plan. There seems to be no question from the cordiality of the school people that students will come to us next year and possibly during the present year under the terms of the agreement. Obviously from the above statement we should in any case have been unlikely to have gotten students during the summer quarter, and had any come during the autumn quarter we should not be in a position, until January first or thereabouts, to determine with certainty the type of record made.

My first impression when I opened your letter was that you had more particularly in mind the operation of the legislation, which is in force for its third year, regarding the higher demands made by us for entrance into the colleges than the high schools make for the passing of their own courses and the conferring of their own diplomas. On this matter I can get you any information that you desire, inasmuch as we have accumulated a considerable amount of it. My impression had been that the Examiner in making his reports to you had canvassed this matter more or less explicitly. I shall be glad, however, to have more detailed information put in your hands if it is indeed this part of our experience to which your question was directed.

Yours very truly,



Chicago, November 3, 1915

Dear Mr. Angell:-

Thanks for yours of the 2d inst.

It covers the matter in which I am interested. I am greatly disappointed to find that more than a year has passed since the initial legislation, and that nothing has resulted. I hope that during the current year the matter may be pushed actively, and we shall have some results in the early future.

Very truly yours,

H.P.J. - L.

Dean J. R. Angell,
The University of Chicago.

Chicago, November 3, 1918

Dear Mr. Angell:-

Thanks for yours of the 24 inst.

It covers the matter in which I am interested. I am
greatly disappointed to find that more than a year has
passed since the initial legislation, and that nothing
has resulted. I hope that during the current year the
matter may be pushed actively, and we shall have some
results in the early future.

Very truly yours,

H.P.J. - L.

Dean J. R. Angell,
The University of Chicago.

The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

November 4, 1915.

Univ. Exam
My dear President Judson:

In commenting upon your note of November 3rd relating to the legislation concerning high school work, I may say that the delay in completing the adjustments with particular schools was perhaps in part due to my own absence from the University during the Autumn Quarter of last year, but more largely to the inability of the sub-committee of the Board of Admissions to come to an agreement satisfactory to all its members regarding the detail of the plan.

I think I betray no confidence when I say that the University Examiner has from the first been vigorously opposed to the whole enterprise, and inasmuch as the administration of any scheme adopted would be in his hands, the sub-committee felt it hopeless to recommend any program to which he did not at least give reasonable consent. I know that this condition deadlocked the position of the committee for an appreciable time, and this without any intention on the part of the Examiner to go behind the expressed wishes of the faculty in its action the preceding spring. I may in fairness to the Examiner add that the legislation contained the possibilities of a number of genuinely difficult problems which it was altogether proper to have faced and solved before inviting students to come here on the new basis.

I regret that the general attitude of the Examiner has not been more cordial toward the type of legislation in which the faculty has been

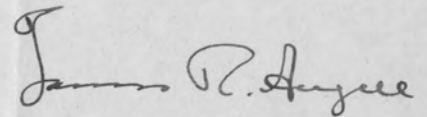
The University of Chicago

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indulging for the last two or three years. In theory the Examiner is of course merely the administrative executive for actions of the faculty. In point of fact, however, his personal attitude is a matter of prime consequence in the actual administration of the legislation. He is extremely accurate and punctilious in his following of the rules laid down, but in many cases there is necessarily some considerable exercise of independent judgment, and in general he has always leaned toward the ultra-conservative interpretation of our actions, and has on the whole been disposed to hold students very rigidly to the letter of the law. In legislation of the kind under consideration last year the opportunity for such personal interpretation is almost inevitably much larger than under more stereotyped forms of entrance requirements. This fact has made it seem essential to the committee to devise details which would in the main commend themselves to the present administration in the Examiner's office.

Yours very truly,



President H. P. Judson,
University of Chicago.

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The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

Comm on

November 3, 1915.

My dear President Judson:-

You asked me early in the autumn to present for the consideration of the Senate a formulation of a program for the general stiffening of our work for the bachelor's degree, especially in connection with the Ph. B. group.

I have spent not a little time in debating the form that such a statement might properly take as a basis for actual procedure on the part of the faculties. As a result of mature consideration and some conference with other administrative officials, I am decidedly of the opinion that the objects sought can be much more certainly gained by taking the matter up through the departments most immediately concerned and stimulating them, as I think can be done without undue difficulty, so to organize their own work as to introduce into it a large element of sequential interrelation, ^aand more explicit and severe standard of achievement, and a more intelligent correlation of its own interests with that of those other departments of the University whose subject matter is immediately germane. I am quite convinced that to proceed in the other fashion would be instantly to raise an issue on which members of the faculty would divide somewhat acrimoniously, and that even with the victory of such a view as I think both you and I hold regarding collegiate work, there would be no hearty and bona fide co-operation on the part of a considerable group of important members of the faculty. I fear that we should find ourselves as the outcome of such a mode of procedure with at best a nominal compliance with such methods of re-organization as might commend themselves, but in actual

The University of Chicago

The Faculties of Arts, Literature, and Science

OFFICE OF THE DEAN

fact with no very great advance over the present conditions. By dealing with the matter in the way here suggested I am disposed to believe that the self-respect and the esprit de corps of the several departments can be so stimulated as to gain the end we have in view without necessarily raising, in any fashion to divide public opinion, the underlying educational issue. A good many men are willing to walk on a given street provided they may be permitted to call it an avenue and not an alley. The moment it is designated an alley, they will refuse to use it.

Under these circumstances I have not found myself able to phrase any statement which it seemed to me could be advantageously considered by the Senate. If you feel disposed to make any experiment on the lines of the above suggestion, however, I shall be glad to set the machinery in motion at once. I may say that this has been on my conscience for two or three years, and I have frankly shrunk from undertaking it owing to the amount of consecutive and well-considered labor which I knew it to involve. I believe, however, that I might find time to make very substantial progress on the matter during the winter quarter. I think it is only fair also in this general connection to say that, from such evidence as I can gather, the present plan of sequences for students is being all the time more intelligently administered, with a very decided stiffening in the backbone of the requirements for our bachelor's degree.

Yours very truly,

James M. Angell

President H. P. Judson,
University of Chicago.

DATA ILLUSTRATING THE PROBABLE EFFECT UPON THE COLLEGE CURRICULUM
OF ASSIGNING EXCESS CREDIT TO PREPARATORY WORK OF HIGH GRADE:

- 1) Table I shows in the cases of 23 high grade students admitted to the Colleges the Autumn of 1911 and who have since graduated, -
 - a) Column 1, - Fourth Year high school courses, without which, under the proposed requirements, they could have entered the Colleges of the University, or having had them in the high schools, would have received college credit and a corresponding reduction in the number of majors required in the Colleges. If they had been admitted without these subjects they would have begun their work in the Colleges in more elementary courses in all continuation subjects, at least; - e. g., "H. Smith" would have begun Mathematics in College with course 0 instead of course 2, and "T. Quinlan" would have begun Latin with course 2A instead of course 4.
 - b) Column 3, - Advanced Senior College courses, without which these students would have been graduated, assuming no internal reorganization of their individual programs.
- 2) A comparison of Tables I, II and III indicates more clearly the extent to which under the proposed regulations the University would be called upon to give to such students more elementary instruction than under present requirements and the corresponding amount of upper Senior College work without which they would be graduated.
- 3) Of these 23 students, 2 took in the Colleges work in 3 departments, the prerequisites for which were taken in the 4th year of high school; 10 in 2 departments, and 7 in 1 department. 4, under the old curriculum, took no continuation work.
- 4) Fourteen did their principal and seven their secondary sequence work in departments in which work was taken in the 4th year of high school.

*Change regulations
needed.
J.*

*14 Fourteen did elementary (= H. Smith in
1st + 2^d Yrs.*

Table I

I. TABLE SHOWING SUBJECTS TAKEN IN 4th YEAR HIGH SCHOOL, 1st AND 2nd QUARTERS AND LAST 2 QUARTERS IN COLLEGE BY 25 GRADUATES OF THE UNIVERSITY ADMITTED THE AUTUMN OF 1911 ON HONOR ENTRANCE SCHOLARSHIPS.

STUDENT	<u>1</u> 4th YEAR HIGH SCH.	<u>2</u> 1st AND 2nd QR.	<u>3</u> LAST 2 QRS.
1. Ullman.	Sol. Geom; Trig.; 4th yr. Latin; 2nd " Greek	Hist. 1 & 2; Ger. 1 & 2; Eng. 1; Pub. Speaking 1	P. Econ. 6, 70, 75, 76, 77, 78; Bib. Lit. 106
2. Tufts.	*2nd Lat.; *2nd Greek; 3rd French	Lat. 1A and 1B; Eng. 40; Zool. 1 & 2; Greek 6	Hist. 66; Psychol. 13; H. of Art 8; Philos. 6; P. Econ. 9; Ho. Ad. 22
3. Strachan.	3rd Lat.; *2nd Ger.; S. Geom. *French	Hist. 1; Eng. 1; Ger. 4 & 5; Fr. 3; P. Sp. 1	Rom. 78, 79 (Spanish); Eng. 40, 95; Psychol. 1; Ed. 5
4. Smith.	*4th Lat.; *3rd Ger.; S. Geom.	Greek 1 & 2; Eng. 40A & 40B; Ger. 21 2 mjs. <u>Lat. later</u>	Lat. 5 & 6; Gr. 7; Fr. 2; Soc. 91
5. Ryan.	*S. Geom.; Trig.; *Physics; Zool.	Fr. 1 & 2; Eng. 1; Math. 2 & 3; P. Sci. 1	P. Sci. 10; Anth. 1, 2; Phys. 25; Hist. 12; Gen. Lit. (Faust) 27 mjs. Then Law
6. Reisler.	*2nd Fr.; *Sol. Geom. Chem.; Bot.	Fr. 5; Math. 1, 2; Eng. 1; Chem. 2; Zool. 5	Ger. 2, 3; Math. 29, 71; Astron. 7; Ed. 1
7. Quinlan.	*4th Lat.; Eng. Hist.; Physics	Gr. 1, 2; Lat. 4, 5; Eng. 1; P. Sp. 1	Psych. 1; Ed. 85, 75; Eng. 4, 47, 80.
8. McDonald.	*S. Geom.; Trig.; *Chem.; Zool.	Fr. 1, 2; Chem. 2S, 3S; Eng. 1; P. Sp. 1 <u>Math. 2 later</u>	Chem. 15, 50; Zool. 5; Bact. 3, 12, 15.
9. Lassky.	4th Lat.; *3rd Ger.; Bot.	Ger. 21, 99; Eng. 1; Chem. 1, 2; Physiol. 1	Ger. 41; G. Lit. 2, 40, 10; H. of Art. 22; Soc. 80
	*Continued in College — Principal Sequence = Secondary Sequence		

Table I

TABLE SHOWING SUBJECTS TAKEN IN 4TH YEAR HIGH SCHOOL, 1st AND 2nd QUARTERS AND LAST 2 QUARTERS IN COLLEGE BY 23 GRADUATES OF THE UNIVERSITY ADMITTED THE AUTUMN OF 1911 ON HONOR ENTRANCE SCHOLARSHIPS.

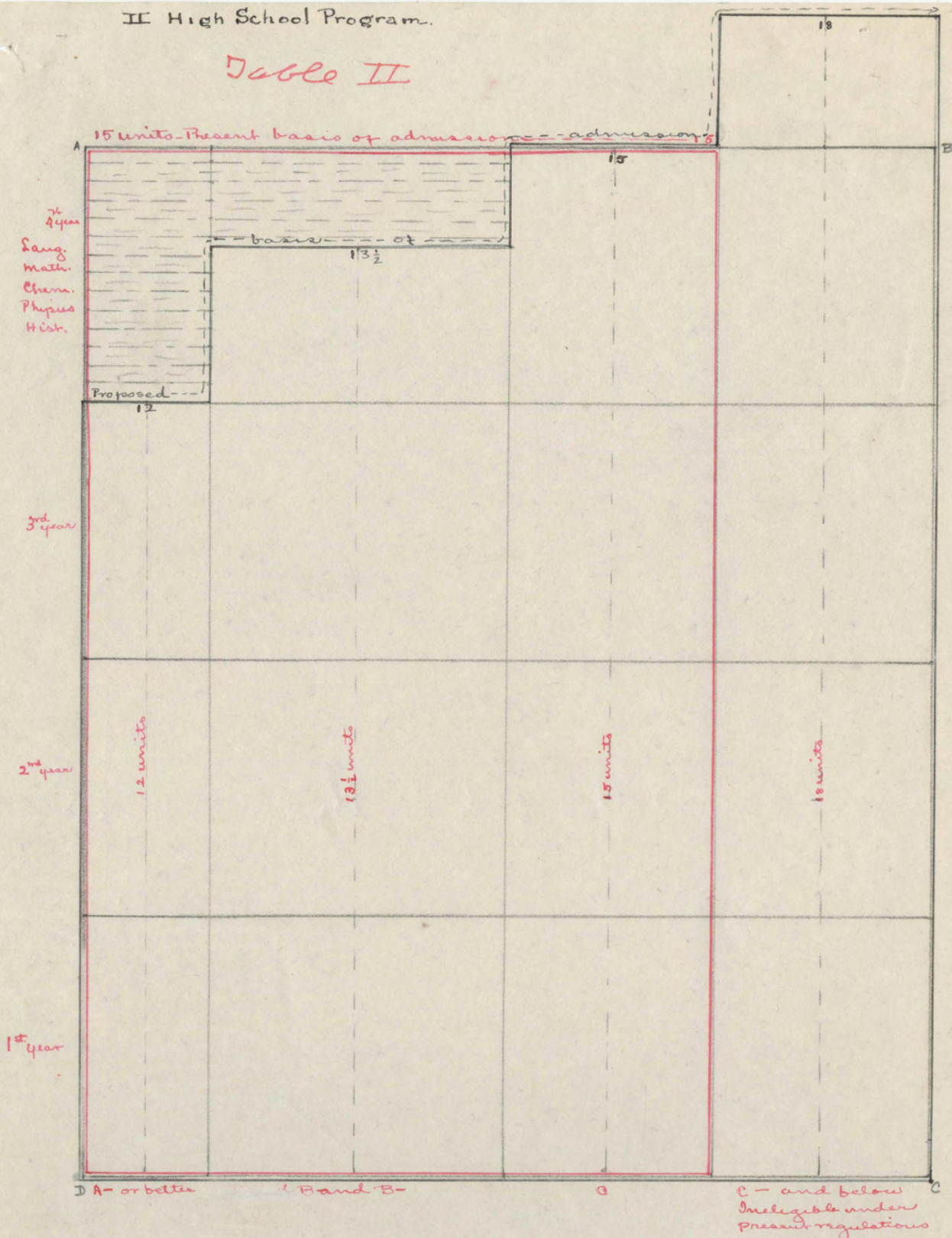
STUDENT	4TH YEAR HIGH SCH.	1st AND 2nd Qr.	LAST 2 QRS.
1. Ullman.	Sol. Geom.; Trig.; 4th yr. Latin; 2nd " Greek	Hist. 1 & 2; Ger. 1 & 2; Eng. 1; Pop. Speaking 1	P. Econ. 6, 70; 75, 76, 77, 78; Bip. Lit. 106
2. Tutts.	* 2nd Lat.; * 2nd Greek; 3rd French	<u>Lat. 1A and 1B;</u> Eng. 40; Noct. 1 & 2; Greek 6	Hist. 66; Psychol. 13; H. of Art 8; Philos. 6; P. Econ. 9; Ho. Ad. 22
3. Strachan.	3rd Lat.; * 2nd Ger.; 2. Geom. * 1 French	Hist. 1; Eng. 1; Ger. 4 & 5; Fr. 3; P. Sp. 1	Rom. 78, 79 (Spanish); Eng. 40, 95; Psychol. 1; Bd. 5
4. Smith.	* 4th Lat.; * 3rd Ger.; 2. Geom.	Greek 1 & 2; Eng. 40A & 40B; Ger. 21 2 mja. <u>Lat. later</u>	Lat. 5 & 6; Gr. 7; Fr. 2; Soc. 91
5. Ryan.	* 2. Geom.; Trig.; * Physics; Noct.	Fr. 1 & 2; Eng. 1; Math. 2 & 3; P. Sci. 1	P. Sci. 10; Anth. 1, 2; Phys. 25; Hist. 12; Gen. Lit. (Treat) 27 mja. Then Law
6. Reister.	* 2nd Fr.; * Sol. Geom. Chem.; Bot.	Fr. 5; Math. 1, 2; Eng. 1; Chem. 2; Noct. 5	Ger. 2, 3; Math. 29; 71; Astron. 7; Bd. 1
7. Quinlan.	* 4th Lat.; Eng. Hist.; Physics	Gr. 1, 2; Lat. 4, 5; Eng. 1; P. Sp. 1	Psych. 1; Bd. 82, 75; Eng. 4, 47, 80.
8. McDonald.	* 2. Geom.; Trig.; * Chem.; Noct.	Fr. 1, 2; Chem. 28; 32; Eng. 1; P. Sp. 1 <u>Math. later</u>	Chem. 15, 50; Noct. 5; Bact. 3, 12, 15.
9. Jaseky.	* 4th Lat.; * 3rd Ger.; Bot.	Ger. 21, 99; Eng. 1; Chem. 1, 2; Psychol. 1	Ger. 41; G. Lit. 2; 40, 10; H. of Art. 22; Soc. 80

* Continued in Table II
Printed September
= Recording Station

STUDENT	4th YEAR HIGH SCH.	1st AND 2nd. QR.	LAST 2 QRS.
10. Janson.	*3rd Ger.; Hist.; Physics. *Sol. Geom.	Hist. 1 & 2; Eng. 1; Fr. 1, 2; P. Sp. 1; Ger. 11, and Math. 1 later.	Hist. 21, 22, 18A, 85; Ger. 21C; Ed. 3.
11. Hotchkiss.	3rd Greek; *4th Lat.; Hist.	Hist. 1 & 2; Fr. 1,2; Eng. 1; P. Spk. 1. <u>Lat. 4 & 5 later.</u>	Hist. D53, 12, D54; Lat. 6, 33; Ed. 1
12. Horvitz.	*4th Lat.; S. Geom.; Trig.; *3rd Ger.	Greek 1, 2; <u>Lat. 4,5;</u> Eng. 1; 40; Ger. 42, 52 later.	Lat. 9, 41; Fr. 7, 8; Greek 25, 30; Geog. 13;
13. Hootkins.	*4th Lat.; S. Geom. Trig.; *2nd Ger.	Sem. 1, 5; Lat. 4,5; Eng. 1; Ger. 4 later.	Rom. 7, 78, 79; Ger. 21B, 21C, 42.
14. Goodenough.	*4th Ger.; S. Geom. Phys.	<u>Ger. 36, 44;</u> Fr. 1; Eng. 1, 40; Geol. 1	P. Econ. 1; Ger. 41; G. Lit. 10, 40; H. of Art 22; Geog. 20
15. Golding.	3rd Ger.; S. Geom. Trig.; Chem.	Hist. 1 & 2; Fr. 1,2; Eng. 1; P. Sp. 1	Philos. 6, 7, 23; Hist. A13, D54; Bib. Lit. 68
16. Ferguson.	*4th Lat.; 2nd Ger.; S. Geom.	Gr. 1, 2; <u>Lat. 4,5;</u> Eng. 1; P. Sp. 1	Hist. E6, 14; Ed. 1, 66, 88; P. Econ. 7; Lat. 14
17. Dragstedt	4th Lat.; S. Geom.; Trig.; *Phys.	Ger. 1, 2; <u>Chem. 1,2;</u> Zool. 1, 2; <u>Phys. 3</u> & 4 later.	Medical courses. 3, 11, 13; Pol. Econ. 5
18. Goutchie	*S. Geom.; Trig.; *Physics; Zool.	Eng. 1; <u>Geol. 1;</u> Ger. 2; <u>Phys. 3 & 4</u> <i>Math. 2 - 4th Quarter</i>	Phys. 26; Geog. 5, 11, 12; Pol. Econ. 5
19. Coulter	4th Lat.; 2nd Greek; S. Geom.; Trig. *Physics	Hist. 1, 2; Eng. 40; P. Sci. 1; Fr. 1; Phys. 3	Chem. 2, 3; Bot. 9, 30, 32, 34.
20. Bunting	*2nd Ger.; S. Geom.; *Chem.	Eng. 1; <u>Math. 1, 2;</u> <u>Chem. 25, 35;</u> P. Sp. 1 <i>Ger. 4 - 3rd Quarter</i>	Chem. 19, 41, 50, 15; Math. 49; Phys. 16; Geol. 3
21. Brodbeck	3rd Lat.; S. Geom.; Trig.; Phys.	Ger. 1, 2; Chem. 1, 2; Eng. 1; P. Sp. 1	<u>Geol. 2, 15;</u> Geog. 12, 14, 20; Bot. 34
22. Birch	*4th Lat.; 2nd Ger.; Bot.	<u>Lat. 4, 5;</u> Fr. 1,2; Eng. 1; P. Sp. 1	Eng. 48, 160, 12; Gr. 7; Philos. 7; H. of Art 22
23. Beckley	*4th Lat.; *2nd Ger.; S. Geom. Chem. *Cont. in Coll. — Prin. Seq. — Sec. Seq.	Lat. 4, 5; <u>Ger. 5;</u> Physiol. 1, 2; Eng. 1	H. of Art 22, 30; Soc. 6; Lat. 64; Eng. 40; Ho. Adm. 22

STUDENT	4th YEAR HIGH SCH.	1st and 2nd GR.	LAST 2 GRs.
10. Janson.	* 3rd Ger.; Hist.; Physica. * 2nd Latin.	<u>Hist. 1 & 2; Eng. 1;</u> Tr. 1; 2; P. Sp. 1; Ger. 11, and Math. 1 later.	Hist. 21, 22, 18A, 22; Ger. 21C; Md. 3.
11. Hotchkiss.	* 3rd Greek; 4th Lat.; Hist.	<u>Hist. 1 & 2; Tr. 1, 2;</u> Eng. 1; P. Sp. 1. <u>Lat. 4 & 5 later.</u>	Hist. 22C, 22, 22A; Lat. 6, 22; Md. 1
12. Horvitz.	* 4th Lat.; 2. Geom.; Trig.; * 3rd Ger.	<u>Greek 1, 2; Lat. 4, 5;</u> Eng. 1; 40; Ger. 42, 43; later.	Lat. 2, 41; Tr. 1, 2; Greek 22, 30; Geog. 13;
13. Hookins.	* 4th Lat.; 2. Geom. Trig.; * 2nd Ger.	Gen. 1, 5; Lat. 4, 5; Eng. 1; Ger. 4 later.	Rom. 7, 7B, 7C; Ger. 21B, 21C, 42.
14. Goodenough.	* 4th Ger.; 2. Geom. Phys.	<u>Ger. 36, 44; Tr. 1;</u> Eng. 1, 40; Geol. 1	F. Room. 1; Ger. 41; G. Lit. 10, 40; H. of Art 22; Geog. 20
15. Golding.	3rd Ger.; 2. Geom. Trig.; Chem.	<u>Hist. 1 & 2; Tr. 1, 2;</u> Eng. 1; P. Sp. 1	Philos. 6, 7, 22; Hist. 13, 22A; Bib. Lit. 68
16. Ferguson.	* 4th Lat.; 2nd Ger.; 2. Geom.	<u>Gr. 1, 2; Lat. 4, 5;</u> Eng. 1; P. Sp. 1	Hist. 26, 14; Md. 1; 66, 68; P. Room. 7; Lat. 14
17. Dragstedt.	4th Lat.; 2. Geom.; Trig.; * Phys.	<u>Ger. 1, 2; Chem. 1, 2;</u> <u>Geol. 1, 2; Phys. 3</u> 2 & 4 later.	Medical courses, 11; 1st. 1st. Room. 5
18. Gontchev.	* 2. Geom.; Trig.; * Physica; Geol.	Eng. 1; Geol. 1; Ger. 2; Phys. 3 & 4 Math. 2 - 4th Quarter	Phys. 26; Geog. 5, 11; 12; Pol. Room. 5
19. Gowler.	4th Lat.; 2nd Greek; 2. Geom.; Trig. * Physica	<u>Hist. 1, 2; Eng. 40;</u> P. Sol. 1; Tr. 1; Phys. 3	Chem. 2, 3; Bot. 2, 30; 22, 34.
20. Bunting.	* 2nd Ger.; 2. Geom.; * Chem.	Eng. 1; Math. 1, 2; <u>Chem. 22, 23; P. Sp. 1</u> Ger. 4 - 3rd Quarter	Chem. 19, 41, 50, 15; Math. 42; Phys. 16; Geol. 3
21. Brodbeck.	3rd Lat.; 2. Geom.; Trig.; Phys.	<u>Ger. 1, 2; Chem. 1;</u> 2; Eng. 1; P. Sp. 1	Geol. 2, 15; Geog. 12; 14, 20; Bot. 34
22. Birch.	* 4th Lat.; 2nd Ger.; Bot.	<u>Lat. 4, 5; Tr. 1, 2;</u> Eng. 1; P. Sp. 1	Eng. 48, 160, 12; Gr. 7; Philos. 7; H. of Art 22
23. Beckley.	* 4th Lat.; 2nd Ger.; 2. Geom. Chem. * Greek in 1st. * 1st. 2nd. * 2nd 3rd.	Lat. 4, 5; Ger. 5; Physiol. 1, 2; Eng. 1	H. of Art 22, 30; Soc. 6; Lat. 64; Eng. 40; No. Adm. 22

Table II

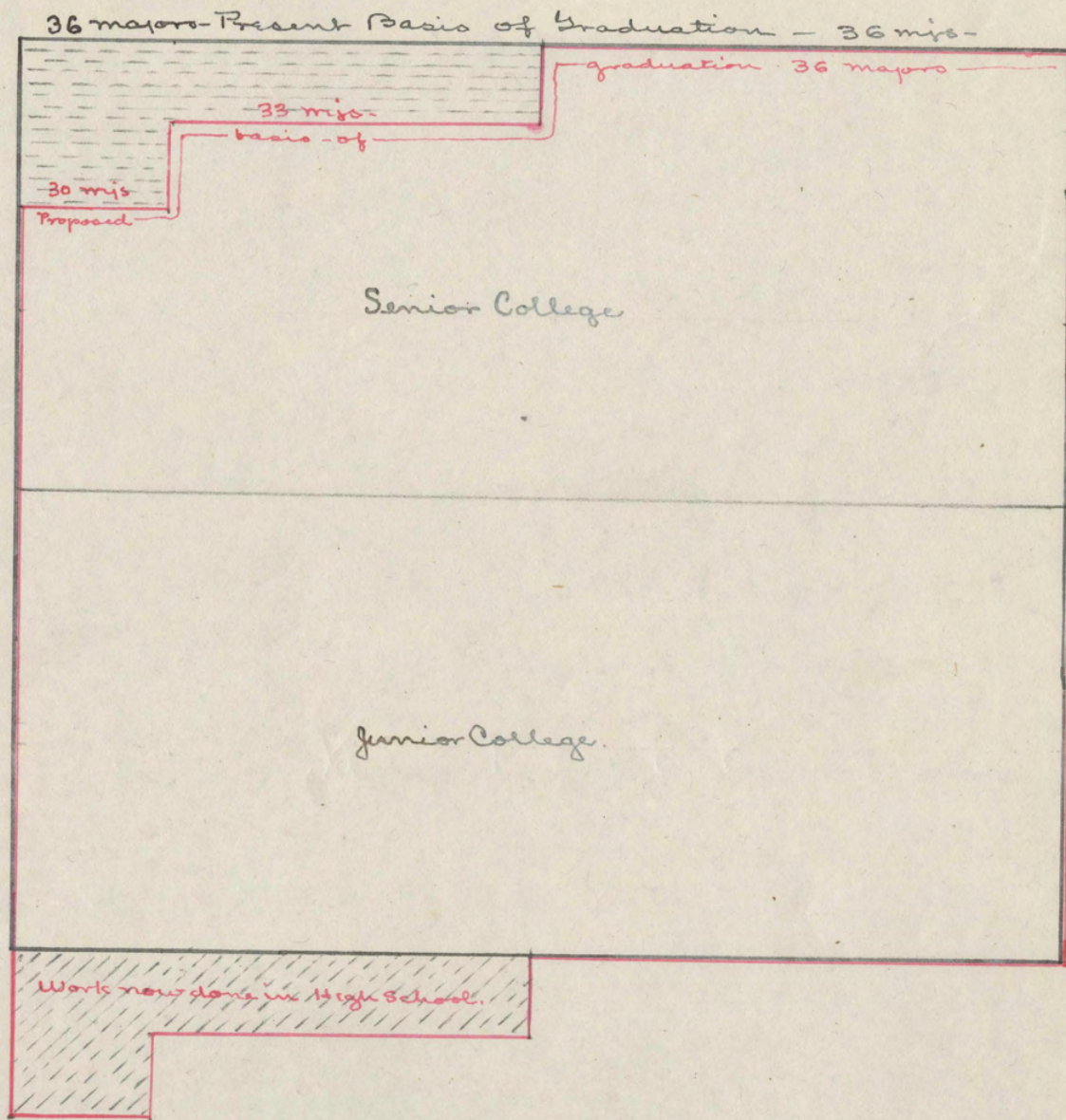


- ABCD.
1. Area outlined in pencil represents present high school curriculum.
 2. " " " red ink — " high school students eligible under requirement of 15 standard units.
 3. " " " black ink — " " " " " for admission under proposed regulations.
 4. Shaded area represents work now done in high school which under proposed regulations would either be done in college or if done in high school would be credited so as to reduce amount of work required in college. See column I, Table I

Table II

1. One, 2. Two, 3. Three, 4. Four, 5. Five, 6. Six, 7. Seven, 8. Eight, 9. Nine, 10. Ten, 11. Eleven, 12. Twelve, 13. Thirteen, 14. Fourteen, 15. Fifteen, 16. Sixteen, 17. Seventeen, 18. Eighteen, 19. Nineteen, 20. Twenty, 21. Twenty-one, 22. Twenty-two, 23. Twenty-three, 24. Twenty-four, 25. Twenty-five, 26. Twenty-six, 27. Twenty-seven, 28. Twenty-eight, 29. Twenty-nine, 30. Thirty, 31. Thirty-one, 32. Thirty-two, 33. Thirty-three, 34. Thirty-four, 35. Thirty-five, 36. Thirty-six, 37. Thirty-seven, 38. Thirty-eight, 39. Thirty-nine, 40. Forty, 41. Forty-one, 42. Forty-two, 43. Forty-three, 44. Forty-four, 45. Forty-five, 46. Forty-six, 47. Forty-seven, 48. Forty-eight, 49. Forty-nine, 50. Fifty, 51. Fifty-one, 52. Fifty-two, 53. Fifty-three, 54. Fifty-four, 55. Fifty-five, 56. Fifty-six, 57. Fifty-seven, 58. Fifty-eight, 59. Fifty-nine, 60. Sixty, 61. Sixty-one, 62. Sixty-two, 63. Sixty-three, 64. Sixty-four, 65. Sixty-five, 66. Sixty-six, 67. Sixty-seven, 68. Sixty-eight, 69. 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Table III

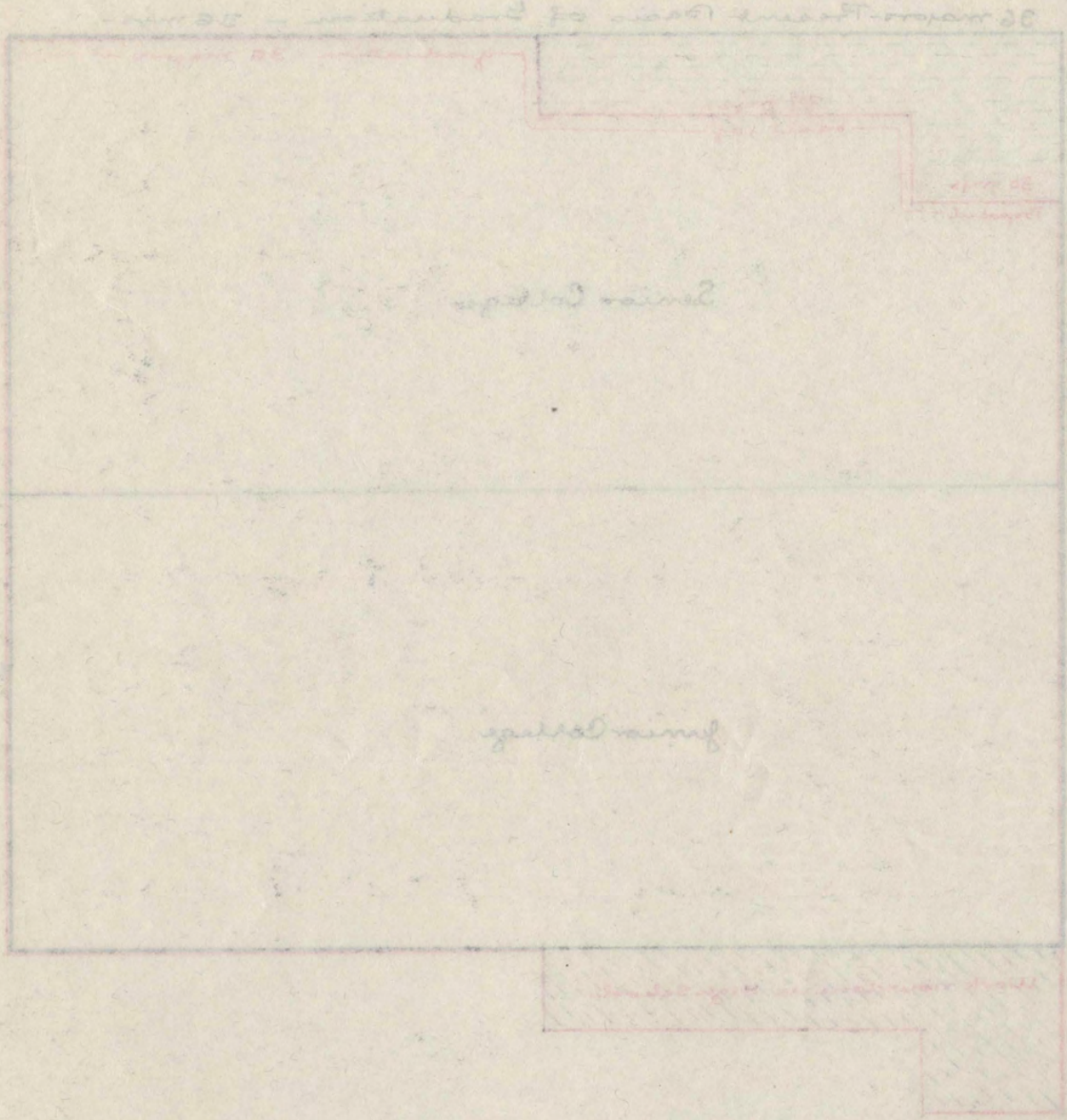


1. Area included within black line — represents present College requirements.
2. " " " " red " — " proposed " " "
3. " marked  - represents work now done in the secondary schools* which would under the proposed regulations be done in the colleges or if done in the secondary schools be credited as a part of the 36 mjs required for a college degree.
4. " "  - represents advanced Senior College work** required under present regulations which under the proposed regulations would be omitted by high grade students.

* See Column 1, Table I

** See Column 3, Table I

Table III



Lines indicated within black lines — represent present College boundaries.
Red lines — represent proposed boundaries.
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which would be under the proposed extension of the
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* See column 1, Table I
* See column 2, Table I

The University of Chicago

Office of the Recorder

Entrance to Colleges
New rules

November 12, 1915.

President H. P. Judson,
Faculty Exchange.

My dear President Judson:

I enclose herewith (1) an extract from the action of the Faculty of the Colleges, June 3, 1914, and (2) a report of the committee appointed under this action, submitted to and adopted by the Board of Admissions at its meeting June 5, 1915. The University has thus entered into a definite agreement with the University High School and the De Kalb Township High School, in accordance with which excess credit is granted under the specified conditions for work of high quality.

The University High School did not recommend excess credit for any of the students entering from that school this Autumn. Mr. Carr, the Assistant Principal, sent in the credentials during the Summer and reported to me (1) that the majority of their students had not complied with the regulations under which excess credit for high grade work is granted - most of them, I believe, had carried more than four units - and (2) that he did not feel justified in applying the principle of extra credit for high grade work and the penalties for mediocre work, since some of the students who would have incurred penalties under the new regulations were eligible for admission under the general University regulations in force and applicable to these students throughout the period of their high school course. In other words, he did not recommend excess credit for the few who were entitled to it because he did not feel justified in withholding credit from an equal number who would have been affected by the application of the new regulations this year.

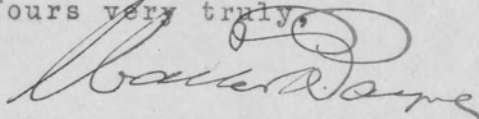
I understand that all subsequent certifications of the University High School will be made on the basis of the plan approved by the Board of Admissions June 5, 1915.

One student was admitted from the De Kalb Township High School this Autumn who is entitled to two units excess credit for high grade work. This

will, if she maintains herself at the proper level in college courses, yield her four majors of college credit.

The best students coming to us from University High School this year have carried at various times more than four units. For example, the student who ranked second in the class and who has entered the University on the Crerar Scholarship, covering, as I understand it, the tuition for his entire college course, has nineteen and one-half units of credit. This work was all done in a period of four years, which means that he carried practically five units per year. Although by his record in high school he demonstrated his ability to carry five units at a higher level than most of his associates who were carrying four units only, he cannot profit by the regulations governing excess credit, while a student who carried four units, even at a lower level, would so profit. This is a specific case which has come to my attention. Perhaps in time, on the basis of experience, the plan should be modified.

Yours very truly,

A handwritten signature in dark ink, appearing to read "Walter D. Dine". The signature is fluid and cursive, with a large initial "W" and a stylized "D".

University Recorder

The University of Chicago

Office of the Recorder

(College Reform)

Too much talk, too little
work.

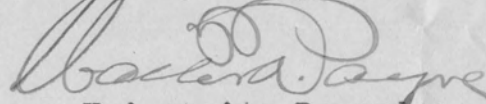
Overlapping.

February 18, 1916.

My dear President Judson:

I am pleased to enclose
herewith a copy of the report of the Curriculum
Committee presented to the Faculty of the
Colleges of Arts, Literature, and Science at
the meeting of Saturday, February 21, 1914.

Yours very truly,


University Recorder

Recommendations of the Curriculum Committee on the request of the President to consider modifications of the conditions of entrance to the Colleges and graduation from the Colleges.

The following recommendations are presented with a view (1) to enabling specially gifted students, or students thoroughly i serious in purpose, materially to shorten the period of school and college training; (2) to eliminate as rapidly as possible the large amount of elementary work now offered by the college with a view to its ultimate abolishment; (3) to stimulate intimacy of contact between the University and the secondary schools and to increase the accuracy of our knowledge of the school conditions; (4) incidentally it is hoped that by means of the proposals we may be able to lessen the embarrassment under which we at present labor in the matter of the rapid growth of student patronage in our elementary courses. Should the Faculty see fit to approve the general principles formulated, the Committee would then proceed to work out details and present a complete plan at a later date.

1. The Committee approves the principle of recognizing high quality of college work as justifying some reduction in the period of time required for graduation.

2. The Committee further approves the principle of recognizing high quality of high school work and high school credits in excess of 15 units if done at a high grade, as justifying credit either for college entrance or for advanced standing, provided

3. That the student maintain a high record in his college work (e. g., this record may involve a certain period of time, for instance one or two years at an average grade to be determined, possibly B, or it might involve simply the passing at a high grade of courses in continuation of those upon which claim for advanced standing was based. These details would require subsequent adjustment).

(Note: the method of determining the quality of high school work would also require to be adjusted later by the committee.

4. The Committee approves the principle of allowing a student in an accredited high school to register at the University (this would not involve technical matriculation) after completing 12 units in school and to finish his high school course under the supervision of the University authorities. To illustrate, a student graduating in a Chicago high school in February might continue in this school until June under the supervision of the University authorities. If his work during the semester from February to June were done at a high grade, the University would undertake to accept the credits for this work in reduction of the time normally required in college.

5. The committee recommends that all assignments of the credit for work in the high school be specific in the case of quantity in excess of 15 units and wherever possible in the case of excess based upon high quality, and that the student be referred to a special departmental officer who shall decide after conference with the student in what course he may properly continue his work. Every student must present his credentials at least ____ days before the opening of the quarter in order to have his case considered.

6. (a) The committee approves the principle of discounting elementary work when pursued late in the college course, and specifically recommends that the courses listed below (the list will be prepared later; it will contain such courses as French and German 1, 2, and 3) be given full credit only if taken in the first year of residence; that if taken in the second year, they carry only one-half credit, and if taken after the second year they carry no credit at all.

deleted { (b) Under this recommendation the Committee would suggest that students entering with two or more units of modern language must at once pass the efficiency test, or if they take a second modern language in order to avoid this test they will receive only one-half credit.

Minutes of the Commission appointed by the President to formulate requisite administrative details for carrying into effect legislation of the Faculties of the Colleges, approving the principle of "selective admission and selective retention".

Quadrangle Club, February 20, 1923, 12:15 P.M.

Present: Messrs. Morrison, Chairman; Barrows, Judd, Robertson, Spencer, Marshall, and Payne, Secretary.

After informal discussion, the Chairman of the Committee was directed to send a letter to all members of the College Faculties of the rank of instructor or above, calling attention to the recent legislation, and asking for suggestions.

During a further informal discussion on the question of selective admission, the following topics were taken up:

- I. Personal Interview: Opinion was expressed that such an interview with the applicant is very important in all doubtful cases.
- II. Practicability of Securing Formal Application for Admission on or before a Definitely Fixed Date; for example, July 1: All agreed that this is important, but it appeared to be the consensus of opinion that a large degree of flexibility will have to be allowed in the administration of any rule or statement of policy on this question, it probably being necessary at first merely to give priority of consideration to students of equal attainment who present their applications on or before a designated date. There was also informal discussion of the desirability and practicability of requiring payment of an application fee. No decision on this point was reached.
- III. Limitation of Numbers: It was agreed that decrease in numbers is not necessarily the aim of the legislation, but that students should be selected on the basis of attainments as defined in the legislation up to the accommodations of the respective Colleges, each having determined in advance, in so far as practicable, what numbers constitute in its field an appropriate "unit of instruction". It was agreed, however, that the proper definition of instructional units is a large problem which may involve systematic study for a year or more.

Upon motion of Mr. Judd, the Chairman was requested to call a meeting of heads of departments, at the Quadrangle Club, Monday, March 5, at 6:00 P.M. in order that the problems with which the Commission is concerned may be placed before the University as a whole, and that the departments may, on the basis of the explanation of these problems, make a more intelligent study of the relation between the material and instructional equipment of their respective fields and the number of students who can be adequately accommodated. It was suggested that following such a meeting many departments would be able to indicate the relative numbers of elementary and advanced (senior college and graduate) students whom they can accommodate. The question at present is not what ought to be done but what can be done with existing material and instructional equipment.

The Secretary of the Commission was instructed to correspond with institutions and organizations that may be in position to supply useful information concerning forms to be used, method of procedure, etc., in the process of selective admission.

There was informal discussion of the necessary machinery which must be set up to secure an intelligent and efficient administration of legislation under the principles previously laid down. It was suggested that in the Examiner's Office such matters must of necessity be handled in the future under the immediate supervision of a man who is capable of seeing that the principles included in the legislation are properly applied to each individual application. These questions are also closely related to the general problem of our co-operation with secondary schools.

Admission Requirements: The Secretary of the Commission asked whether it was the judgment of the members of the Commission that recent legislation contemplates any revision in previously established admission requirements. The unanimous opinion was "No", but that we are now merely seeking a more satisfactory and intelligent method of selecting students who have technically met the scholastic requirements prescribed in previous legislation.

Adjourned:

Secretary

The University of Chicago

The School of Education

OFFICE OF THE DIRECTOR

11102

March 14, 1923.

Scates
President Burton,
Faculty Exchange.

My dear Dr. Burton:

I am returning herewith Dr. Butler's letter on which you have asked me to comment. I took the liberty of discussing the general problem to which this letter refers with the special committee that is now dealing with the problem of selective admissions. You may remember that that committee is made up of two representatives of the College of Arts, Literature and Science, two representatives from the School of Commerce and Administration and two from the School of Education. Its functions will evidently bring it into the closest connection with the secondary schools and with their students. We have been discussing the desirability of making some closer contacts with the secondary schools and gathering certain facts out of our own records that will facilitate the establishment of these more intimate relations. The Committee asked me to transmit to you the following recommendations.

A competent man with educational training be attached to the examiner's office.

Purpose: (a) To collect evidence touching the college record of students coming from various high schools;

(b) To act as a contact with high school principals in fostering an understanding of the process of preparing and certificating students for the university;

(c) To act as an executive officer with this Committee for the purpose of building up a workable constructive plan of selective admission.

The Committee suggests the transfer of the whole or a part of the duties of cooperation with secondary schools to this officer.

The Committee suggests that this committee be constituted the board which Dr. Butler recommends.

Burton . . . 2

These recommendations are intended to call attention to the importance of an entirely new type of relationship under the head of cooperative activities between the University and secondary schools. Professor Morrison as chairman of the Committee is prepared to elaborate these statements if you care to entertain them.

Very truly yours,

Charles H. Judd

Charles H. Judd.

Fu 7

The University of Chicago

Co-operation with Secondary Schools

OFFICE OF THE DIRECTOR

January 17, 1923

President Harry Pratt Judson,
The University of Chicago.

My dear Mr. President:

Mr. Payne and I have this morning been in conference and I am writing to say that I am glad to infer that you approve upon the whole my suggestion regarding the placing the Relations of the University with Secondary Schools in the hands of a joint standing committee consisting of, ex officio, the University Examiner, the Dean of the Faculties of Arts, Literature and Science, and the head of the department of Education. I very much sympathize with Mr. Payne's suggestion that all matters pertaining to our Annual Conference be considered and arranged by this committee, but that all other matters pertaining to our relations with secondary schools be administered by the Examiner himself independently of any committee.

May I take the liberty of expressing the hope that this matter, as well as the transfer of management of the University Lecture Association and the deanship of University College, may be definitely accomplished before any change of administration of the University in general. It may be that on your return from your absence from the University for the next few days you may allow me an opportunity to talk with you a little while further about these matters.

Very truly yours,

Nathaniel Butler

NB/H

The University of Chicago

Office of the Recorder and Examiner

March 16, 1923

108

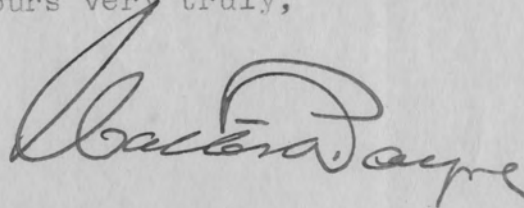
President Ernest D. Burton
Faculty Exchange

My dear Mr. President:-

At the meeting, Wednesday, March 14, of the Commission on "Selective Admission and Selective Retention", a suggestion was made, on request of Mr. Judd, to be embodied in a letter from him to you, on the question of the re-organization of the work of "co-operation with secondary schools".

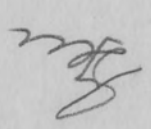
Since the suggestion - or any other plan adopted - would affect fundamentally the work of my office, I shall appreciate an opportunity to discuss with you at your convenience the recommendation and its implications.

Yours very truly,



Recorder & Examiner

WAP:M



The University of Chicago

OFFICE OF THE DIRECTOR

Co-operation with Secondary Schools

00798

May 26, 1923

My dear Mr. President:

In order to get this matter before you as briefly and as clearly as I can, I am writing it out. Perhaps it may be desirable to talk it over further, though I judge not. It has the relation to the provision for handling our relations with secondary schools.

You may recall that about the middle of March the Commission on Selective Admission and Selective Retention transmitted to you through Mr. Judd a recommendation on this subject. Following that Mr. Payne and I had a conference with you in your office. You made a memorandum of the outstanding points discussed in that conference and asked Mr. Payne to embody them in a letter to you which should serve as a memorandum. Under date of March 29th, Mr. Payne wrote to you accordingly. The substance of the points which he reported to you as the action of the Commission to which I have just referred was (1) that the duties of the Director of Co-operation with Secondary Schools be transferred to the University Examiner as the executive officer of the Board of Admissions; (2) that an executive committee of the Board of Admissions (the constitution of which was specified in detail) be established (a) to make recommendations to the Board from time to time of policies and plans affecting the University's relations with secondary schools and the conditions and methods of the admission of students to the colleges, and (b) to co-operate with the University Examiner in the execution of the policies of the Board; (3) that an additional officer with educational training---be added to the staff of the University Examiner, etc. This memorandum was

sent to you, as I said, under date of March 29. Mr. Payne received from you a tele phone message saying that you thought that he could rely upon these recommendations being approved substantially as made.

Shortly after that Mr. Payne went away for a brief rest. In his absence the Committee on Selective Admission and Retention held a meeting at which it was agreed to recommend "that an officer be designated by the President who shall be in general charge of all matters relating to (1) the admission of students unless referred to the Board of Admissions, (2) the coordination and furtherance of the study of student problems as related to admission by officers of instruction, (3) cooperation with secondary schools.

Apparently in some strange way the action just quoted ignores and is contradictory to the provisions outlined by Mr. Payne in his letter to you of March 29th. This latter action appears to contemplate the setting-up of new machinery for handling our relations with secondary schools quite independent of the Examiner's office and to render the functions of that office purely executive.

I am writing this note to say that it seems to me that the procedure contemplated in the action of the Commission which I have referred to as apparently contradictory to the recommendation of the Commission proposes to set up an entirely new machinery to perform a function which it ought to be assumed until the contrary is proved by experience, that the existing machinery in the Examiner's office can effectively perform. It must be evident to everyone who knows the operation of the Examiner's office as now organized that the Examiner has remarkable ability in assembling and interpreting statistics and other data; that through long experience in this type of work he has developed a remarkable technique; and that there exists in his office a thoroughly organized mass of material to which it would be necessary that any officer having this matter in charge should have ready access. In my judgment the appointment of an independent officer "who shall be in general charge of all matters relating to the admission of students", etc. would be to retard rather than to promote this section of the interests of the University. Would it not be a better course to adhere to the original recommendations of the Commission as described in Mr. Payne's memorandum to you dated March 29th, thus giving a fair trial to the plan therein contemplated reserving such modifications or radically different organization to be made, if at all, in the light of actual experience?

Very truly yours,

Nathaniel Butler

May 29, 1923

To the members of the Commission on "Selective Admission and Selective Retention":

The enclosed is a copy of the first section of the Report of the Commission on "Selective Admission and Selective Retention" as revised May 28, 1923.

The other sections, "The Routine of Selective Admissions" and "Specifications for Securing Data" will be taken up at the meeting of the Commission Monday, June 4, at 12:00 at the Quadrangle Club.

Walter A. Payne
SECRETARY

REPORT OF THE COMMISSION
ON SELECTIVE ADMISSION AND SELECTIVE RETENTION
AS REVISED MAY 28, 1925.

Report of the Commission
on Selective Admission and Selective Retention

The Commission on Selective Admission and Selective Retention presents its report on that part of its assignment which has to do with Selective Admission. Selective Retention is a separate matter which needs further study.

The Commission has canvassed the problem as follows:

1. It has sought the opinion of all members of the several Faculties, and has received helpful suggestions from many of them.
2. It has met the heads of departments in conference.
3. Through the office of the University Examiner, it has studied methods of admission followed in other institutions.
4. It has met the principals of representative high schools and has been assured by them that the preparatory schools can furnish the evidence believed by the Commission to be desirable.
5. It has canvassed the history of admissions in the University of Chicago and the subsequent standing of groups of students over a period of five years.
6. It has^{had} the assistance on details of some members of the Faculties who have special knowledge of certain aspects of the problem.

The findings of the Commission

I. Limitation of the student load in the Colleges by selective admission cannot be assured or precisely controlled. The plan proposed below will produce a superior student body, in substantial accord with the resolutions of the Faculties. It may result in a temporary reduction in numbers, or it may result in replacing inferior students with others of better quality. Permanent reduction in numbers can be secured by legislation which has that purpose specifically in view.

The Commission points out that the adjustment of the student load to the dimensions which the several departments can handle most effectively cannot be achieved by reduction in admissions. Reduction to meet the necessities of the most heavily loaded departments would result in bad economy for the majority.

The Commission, therefore, has at this time, no recommendation with reference to limitation of numbers.

II. The Commission has acquired no confidence that any machinery can be set up in the form of regulations, tests, personality measurements or estimates, and the like, which will automatically yield the results which the Faculties desire. Machinery is desirable in various forms and in flexible character; but the essence of the matter is in administration organized with reference to the special nature of the problems involved; in a study of the results; in active and constructive co-operation with secondary schools.

III. The Commission has prepared suggestions for blank forms to be used in the process of admitting students. These suggested forms are not, however, of the essence of this report. Forms will be changed from time to time as a result of administrative experience.

IV. The plan below is not offered as a final solution of the problem. The Commission believes, however, that its plan, if adopted and carried out in the spirit of this report, will yield substantial results. Study of the results year by year will give a far better basis for the more effective procedures than any which it is now possible to devise.

Recommendations

The Commission recommends:

I. That beginning with the Autumn Quarter, 1924, admission to the Colleges be based upon the following requirements:

- (1) Scholastic Record: The present regulations defining the qualitative and quantitative requirements in secondary school subjects.
- (2) Character and Promise: Satisfactory evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise and such personal characteristics as will make the candidate a desirable member of the college community. (See Exhibits A, B, and C.)
- (3) Health Record: An acceptable health certificate. (See Exhibit D.) All admission certificates are tentative, pending report of medical examination by the University Health Officer.

The intent is that selection shall be made on the evidence as a whole, and not merely upon the fulfillment of formal details of requirements.

II. That the administration be requested to provide for the co-ordination of the following functions:

- (1) Co-operation with secondary schools, in such a manner as to establish intimate relations with them.
- (2) The admission of students.
- (3) The study of admission problems by officers of instruction and administration.

III. That the procedure of selective admission be inaugurated in substantial accordance with the specifications herein set forth.

II. That the administration be requested to provide for the

co-ordination of the following functions:

- (1) Co-operation with secondary schools, in such a manner as to establish intimate relations with them.
- (2) The admission of students.
- (3) The study of admission problems by officers of instruction and administration.

III. That the procedure of selective admission be inaugurated

in substantial accordance with the specifications herein set

forth.

Report of the Committee
on Selective Admission and Retention.

May.
1923

The Joint Faculty Committee on Selective Admission and Retention herewith presents its report on that part of its assignment which has to do with Selective Admission. Selective Retention is found to be an essentially separable undertaking which needs further study. It is further found that in order to set the process of Selective Admission at work for the students entering college in the fall of 1924, a full year of warning to the schools will be necessary.

The Committee has canvassed the problem in the following manner.

1. It has sought the opinion of all members of the several Faculties, and has received helpful suggestions from many of them.
2. It has met the heads of departments in conference.
3. Through the office of the University Examiner it has been put in touch with methods followed in other institutions.
4. It has met the principals of representative high schools and secured from them assurance that the preparatory schools can furnish the evidence believed by the Committee to be desirable.

5. It has been furnished by the Administration with trained assistance in the office of the University Recorder and Examiner and in that way has been able to canvass the history of admissions and subsequent college standing of students over a period of five years.

6. It has had the generous assistance on details of Messrs. Filbey, Kornhauser and Reavis, all of whom have special knowledge of certain aspects of the problem.

The findings of the Committee.

I. Limitation of the student load in the Undergraduate Colleges by process of selective admission cannot be assured or precisely controlled. We have no doubt that the plan which we propose will produce a superior student body, in substantial accord with the resolutions of the Faculties. It may result in a temporary reduction in numbers, but it may further result in replacing inferior students denied admission with others of better quality. Any permanent reduction in numbers can be secured only by legislation which has that purpose specifically in view.

The Committee points out that the

adjustment of the student load to the dimensions which the several Departments can most effectively handle cannot be achieved merely by reduction in admissions. Reduction to meet the necessities of the most heavily loaded Departments would result in bad economy for the majority.

The Committee has therefore no recommendation with reference to limitation in numbers.

II. The Committee has acquired no confidence that any machinery can be set up in the form of regulations, tests, personality measurements or estimates, and the like, which will automatically yield the results which the Faculty desires. Such machinery is desirable in various forms and in flexible character; but the essence of the matter is in competent direction (by an officer (whose University rank will command respect,) and who possesses the peculiar qualifications required;) in continuous study of the results; in active and constructive cooperation with secondary schools.

III. The Committee has caused to be prepared specifications for blank forms to be used in the process of admitting students. It is pointed out, however, that all such forms are flexible in char-

acter and that the officer or officers in charge doubtless will be able to improve the procedure employed.

IV. The plan here presented is not offered as being in any sense a final solution of the problem. The Committee believes that, if adopted and carried out in the spirit of this report, its plan will yield substantial results. Study of the results year by year will doubtless give a far better basis for the most effective procedure than any which it is now possible to devise.

Recommendations.

The Committee therefore recommends:

I. That the present admission requirements in terms of credits allowable, school standing, and certifying schools be continued in force.

II. That an officer be designated by the President who shall be in general charge of all matters relating to:

- (1) Cooperation with secondary schools, in such a manner as to establish intimate relations with them and to make clear that the purpose of the University is primarily to deal with them as institutions and not exclusively with the student seeking admission.
- (2) The coordination and furtherance of the study of student problems, as related to admission, by officers of instruction and administration.

- (3) The admission of students ~~unless referred to the Board of Admissions.~~

~~This officer is hereinafter called the officer in charge.~~

III. That the Board of Admissions be charged with the duty of adjudicating all doubtful cases of admission referred to it; all questions touching admissions arising under the regulations or statutes of the Faculties or of the University; all cases of appeal from the decisions of the office of admissions; all applications of schools for the coöperating relationship.

IV. That only those students be granted admission in whose cases evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise and such personal characteristics as will make them desirable members of the college community is clear. The intention is to place the burden of the proof upon the candidate.

V. That general procedure of selective admission be adopted in accordance with the specifications herein set forth. Wherever possible the procedure thus set up has been subjected to preliminary tests.

Vi. That this legislation be in force in the case of students entering for the Autumn Quarter of 1924 and thereafter.

I. THE ROUTINE OF SELECTIVE ADMISSION.

A. Preliminary papers

1. Time of submission.

All preliminary papers to be filed with the Examiner's office at least six (6) months before the date on which admission to the University is sought and it is strongly urged that this tentative application for admission be made early in the senior year of high school. The Examiner's office will render tentative decision within six (6) weeks after application except in doubtful cases. In all such cases final decision will be reached not later than four and one-half (4 1/2) months preceding the date of proposed entrance. A limited number of applications will be considered, however, to within ten days of the date of entrance when special reasons therefor are shown to exist.

2. Data required.

a. From school authorities.

- 1) Complete scholastic record to date of application (factual).
- 2) It is recommended that the University adopt the form proposed by the National Association of Secondary School Principals. This form with very slight modifications which it appears the Association would be very willing to consider, provides for all of the information now called for on our special blank. The items are arranged in convenient form for use in the high school office and the blank conforms to type-writer spacing.

2) Evidence of personal qualities.

While it is not deemed advisable for the University to attempt to canvass personal qualities through the use of formal rating blanks in connection with admission, it is highly

desirable that ratings of such qualities be secured from school files wherever available. All such returns should be made on the forms used in the individual schools.

3) Psychological test scores if available.

Space for this information should be provided on the academic record blank as indicated.

4) Appraisal by the high school principal.

This appraisal is intended to give evidence of promise and seriousness of purpose. The blank suggested is purposely brief and the items are intended to stimulate thoughtful and discriminating responses. Exhibit A.

5) Personal appraisal by teachers who know the candidate well.

It is deemed inadvisable to place in the hands of teachers anything approaching a formal personnel rating plan because of the wide variety of practices which would enter into the responses. The form suggested under Exhibit B is intended to stimulate thoughtful reactions or none at all.

b. From the applicant for admission.

1) Personal history blank including a letter from the candidate. Exhibit C.

c. From the family physician.

A confidential report to the University physician. Exhibit D.

d. From parents and adult acquaintances personal letters when desired by the candidate in presentation of his case.

B. Final certificates.

1. A certificate of graduation from an approved

secondary school, or a statement certifying the satisfactory passage of the entrance examination of the University of Chicago must be filed with the Department of Admissions of the University at least ten days before the date of admission and it is strongly urged that such papers be filed at the earliest possible date. The final certificate must be accompanied by a scholastic record for the period not covered by the preliminary report.

2. A certificate of examination and approval issued by the examining physician for the Medical Board of the University of Chicago.

It is recommended that the date for the medical examination be set forward to the week of registration and that all candidates present themselves for examination prior to the date set for formal class work. In order that the excessive load of work for the Autumn Quarter may be somewhat distributed, it would be desirable to designate at least one week late in the Spring Quarter for the examination of candidates who reside in or near Chicago.

C. Administrative procedure.

1. All medical papers to be referred to the University physician for inspection and comment.
2. All papers to be checked in the Examiner's Office on the basis of technical admission requirements.
3. Papers to pass into the hands of a specially trained and qualified officer in the Examiner's Office for preliminary selection of applicants, who will exclude candidates who fail to furnish evidence of the attainments required by the Faculty.
The intent of this section is that this undertaking is not within the powers of the ordinary clerk untrained in education.
4. All papers as thus passed go into the hands of the Dean in the College to which admission is sought for final selection.

5. The Board of Admission shall have final appellate jurisdiction in all cases of admission.
6. Whenever it appears to be desirable the candidate may be requested to report for personal interview and psychological tests. The result of such interviews and the test returns will be made items of record.
7. The intent of administrative procedure is that selection shall ultimately be made on the evidence as a whole and not merely upon the fulfillment of essentially formal details of requirements.
8. The final reports upon cases to be returned to the University Examiner for notification to the candidate.

III. SPECIAL SERVICE IN CONNECTION WITH ADMISSIONS.

The officer in charge should in addition to the duties above indicated perform the following function in connection with selective admission:

- A. Make known to secondary schools the plan and purpose of the University in matters relating to selective admission.
- B. Make known to candidates who have been tentatively accepted for admission, detailed information needed for entry and early ~~xxxx~~ residence adjustment.
- C. Provide prompt and proper notification for rejected candidates.
- D. Make comparative statistical studies with regard to the standing of students from various schools and from special departments within the schools and report the results of such studies to the schools concerned.
- E. Advise schools of exceptionally meritorious or unsatisfactory achievement on the part of individual students, and call attention to needed adjustments in selective practice.
- F. Collect and make available for secondary schools detailed information concerning training opportunities and requirements in the University of Chicago.

SPECIFICATIONS FOR SECURING DATA.

Subject to modification and
development in the light of experience.

EXHIBIT A.

THE UNIVERSITY OF CHICAGO.

Examiner's Office.

..... is applying for admission to the University of Chicago. We desire to obtain confidential information concerning the candidate from those who know him. We accordingly ask your cooperation in answering the questions which follow.

1. To what extent and in what way has the candidate in his high school career exhibited serious intellectual purpose? Please be specific.
2. What in your opinion is the candidate's real purpose in seeking admission to the University of Chicago?
3. Indicate the extent and character of the candidate's participation in extra-curricular activities during his high school career.
4. How often during his last two years has it been necessary to admonish the candidate to greater application to his school work? Frequently Occasionally Not at all
5. What was the character of the student's voluntary supplementary reading during the senior year in the high school?
6. Are there in your judgment special reasons why the candidate should select the University of Chicago?
7. What is your opinion of the candidate as a wholesome and desirable member of a school community?
8. To what extent and in what way has the candidate been influential and a leader among his school fellows?

Principal _____

School _____

EXHIBIT B.

THE UNIVERSITY OF CHICAGO.

The Examiner's Office.

To be filed by two or more teachers as a check upon the general school report.

. is applying for admission to the University of Chicago. We desire to obtain information concerning the candidate from those who have known him. We accordingly ask your coöperation in answering the questions which follow.

1. (a) Has the candidate exhibited serious intellectual interest and capacity for sustained application in his required school work? (Please answer by underlining one of the following phrases.)

Decidedly	Below Average	Average	Above Average	Decidedly
Below Average				Above Average

- (b) Kindly give some specific indication of the candidate's seriousness of interest and capacity for application in his school work; for example, his standing in class, the time and effort put into his work, special accomplishments in school subjects, etc.

2. (a) Has the candidate exhibited special interests or accomplishments in intellectual pursuits other than his required school work? (Please answer by underlining one of the following phrases.)

Decidedly	Below Average	Average	Above Average	Decidedly
Below Average				Above Average

- (b) In what particular intellectual activities has the candidate exhibited marked interest? Please state definitely; for example, "has read widely in the field of history", "has spent much time after school in the chemical laboratory", "active in literary clubs and the debating society", "voluntarily and independently prepared a superior forty-page paper on the evaporation of fruits". etc.

3. What, in your estimation, is the candidate's chief reason for going to college?

4. What special service in your judgment can the University of Chicago render the candidate as compared with that of other

EXHIBIT B. Cont.....

institutions?

5. Additional comment regarding the fitness of the candidate
for admission to the University of Chicago.

Name

EXHIBIT C.

To be filed by the student.

THE UNIVERSITY OF CHICAGO.

PERSONAL RECORD-- Undergraduate.
The student will please fill
this blank in his own hand-
writing. Additional information
on any of the points may be given
on the back of the folder.

Last Name

First name

Middle name

Address: Street

City

State

Date

Preparing for what: Check as definitely as you know now.

Business (), Law (), Literature (), Medicine (), Ministry ()
Social Science (), Science (), Teaching (), Agriculture (),
Architecture (), Art (), Engineering (), Government ser-
vice (), Journalism (), Librarian (), Music (), Secre-
tarial work (), Other occupation not listed above _____
Undecided ().

Indicate first, second, third choice, if undecided.

Citizen of U.S.

Yes ()

No ()

Place of birth

Date of birth

Name of father (or guardian)

Address

Country of birth

Is your father a college graduate?

Name of mother

Address

Country of birth

Is your mother a college graduate?

Occupation of Father

Are you married?

How many dependents have you?

If you have dependents state the relationship and the pro-
portion of living expense you are to contribute.

From what source do you expect to derive financial support?

From family (Wholly ()
(
(In part ()

From loans (Wholly ()
(
(In part ()

From self support (Wholly ()
(
(In part ()

Note: If your answers are "in part" indicate to the right in each
instance "what part". If support is dependent upon a
loan, is the loan already negotiated?

EXHIBIT C Cont.....

Check the amount of time you expect to give to outside employment during the coming year: None (). Saturdays or vacations only (). Ten hours or less during the five school days (). More than ten hours during the five school days (). Have you definite promise of such employment? Yes (). No (). In part (). Indicate nature of work desired.

Names and addresses of high school teachers who know you best:

Names and addresses of four high school teachers with whom you worked during your senior year

Name

Present Address

Did you in high school receive any term grades of failure or condition? Yes (). No (). If so, list the subjects and causes

Subject

Cause of failure or condition

Do you plan to complete a full four-year college course in the University of Chicago? If not, what are your plans?

What are your favorite amusements?

How have your recent vacation periods been spent?

If you have a special hobby, what is it?

List in order of your preference the student activities in which you have participated.

EXHIBIT C Cont.....

List the titles of as many books as you can recall having read during the past year outside of school requirements.

What periodicals and newspapers do you regularly read?

Out of all the things you have accomplished up to date which achievements have given you the greatest personal satisfaction?

EXHIBIT C

Cont.....

In the space below please submit a 200 - to 250- word "life-history". Make it clear-cut, concise, and business-like. Make it of such a character that the person who reads it will have a fairly clear idea of your life-background. This will cause you to include statements of home influences, education, travels, ambitions for the future, why you elected the courses pursued in high school, and any other items which have been significant in your case. Statement should also be made of your reasons for desiring to go to college. Also indicate the special considerations which have entered into your selection of the University of Chicago.

EXHIBIT D.

THE UNIVERSITY OF CHICAGO.

Physician's statement.

(This is a confidential statement to be sent out by the home physician directly to the University physician.)

I have examined _____
and believe h____ to be qualified to enter and do efficient
work in the University of Chicago.

_____ presents no evidence of com-
municable disease nor of over fatigue which would affect
the quality of ____ academic work.

_____ was successfully vaccinated
against smallpox on _____.
(Date)

SUGGESTIONS _____

(Please give any information which may be useful to the
University Physician.)

Date _____ M.D.

Address _____

**SUGGESTIONS AS TO REORGANIZATION OF JUNIOR COLLEGE
WORK AS RELATED TO WORK IN THE SECONDARY SCHOOLS.**

I. Set aside college courses which essentially belong to the secondary school. Designate these for convenience as Group B. The remaining courses in the curriculum which are of essentially a college or university character may be designated as Group A.

II. Provide a plan by which capable students may at once be permitted to eliminate 25% of the 36 majors required for a bachelor's degree by dropping that amount (9 majors) from Group B. It would be understood that in case of such students courses from Group B taken in college would not count towards the bachelor's degree.

III. Courses in Group B taken in college by other students than those covered by II above should have a diminishing credit value according to the time in the college course at which taken. For instance, if taken by a student who has less than 9 majors credit full value may be given. If taken by a student who has credit for more than 9 majors but not exceeding 18

3 majors of college work from Group B. This would
majors half credit should be given. If taken by a
student with more than 18 majors, not to exceed 22
majors, one-third credit should be given. If taken
by a student who has more than 27 majors no credit
should be given.

That the student in question is in the highest third
of his class. There not being less than students in
the class.

4. A student whose quality is not certified as
DETAILS OF A SUGGESTED PLAN UNDER 11.
may be sent to an examination for
quality by the University.

1. The present entrance requirements involve
15 units of secondary school work.
2. The present college requirements involve 9
majors (virtually from Group B) which are equivalent
to 3 units of secondary school work.

Note: This disregards the ratio at present
existing between college and secondary school units.

The total requirements therefore covering the
secondary school and the first year in college involve
18 units.

3. Of the 15 entrance units let 3 be constant
(possibly English), and 12 variable. The variables
may be placed in groups of four.

4. A candidate the quality of whose work in one
of the groups of four is sufficiently high may cancel

3 majors of college work from Group B. This would make possible the cancelling of 3, 6, or 9 majors respectively for the three groups of four.

5. The quality of work warranting such cancellation may be determined by the statement of the Principal that the student in question is in the highest third of his class, there not being less than students in the class.

6. A student whose quality is not certified as above under 5 may be tested by an examination for quality by the University.

Admission
Comm. Selection
Retention

The University of Chicago

Office of the Dean of Faculties

June 2, 1923

00832

Dear Mr. Burton:

The attached letter from Mr. Butler was written in ignorance of the recent changes that have been made in the report of the Committee on Selective Admission and Retention. I gave you a general statement in conversation as to the nature of these changes, which I suggested to that committee with a view to keeping the administrative problem out of the report to the faculty so far as possible.

Instead of the sentence quoted on Mr. Butler's second page, "that an officer be designated by the President who shall be in general charge, etc.," the report in its present status reads, "that the administration shall be asked to provide for the coordination of the following functions".

You will note that this prevents conflict so far as the matter of personnel is concerned in the report which is to be submitted to the faculty.

The larger problem that was in the minds of the committee and which will have to be considered more definitely when they take up the matter of selective retention, which is not covered in the present report, is this: the committee want a method of enlisting the active interest and cooperation of all instructors concerned, (as well as the services of an expert statistician who might conceivably be attached to the examiner's office or to the office of a dean or of the President.) The problem is therefore somewhat larger than is covered by Mr. Butler's letter, although this larger part is not yet ready for action.

Sincerely yours

J. H. Tufts

Harold H. Swift
Union Stock Yards
Chicago

Fm 6

01198

June 29, 1923

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Burton:

I have heard recently that the principal of Hyde Park High School has said that he had not the physical vigor to answer the different forms that the University requested in reference to incoming students. Understand there are five forms to be filled in, in reference to each student, that each form has many questions and the questions are far reaching, and this exclusive of statistical information furnished.

The information came to my attention from a friend interested in Hyde Park High School, who said that she thought the University had no right to impose upon the principals of schools in such fashion and indicated that last summer Mr. Loomis put 23 days of his vacation, working approximately 8 hours a day, on answering University of Chicago questionnaires.

I presume Hyde Park with its 155 pupils coming into the University is one of the schools furnishing the highest number of students, although perhaps Englewood and Oak Park and some others may be well up in the list; but I should think that we could not expect principals to supply detailed information that requires considerable and prolonged personal effort. I would be inclined to think that we would average to get better information depending upon brevity of our queries.

You will perhaps want to look into this matter.

Yours cordially,

Harold H. Swift

P.S. I think detailed information is an advantage, of course, and perhaps we are justified in asking it in High Schools which send only a few students to us. Perhaps, therefore, it should be a different procedure in the case of larger institutions sending great numbers of students.

HHS.

John H. Bush
University of Chicago
Chicago, Illinois

June 22, 1933

President Ernest B. Burton,
The University of Chicago,
Chicago, Illinois.

Dear Mr. Burton:

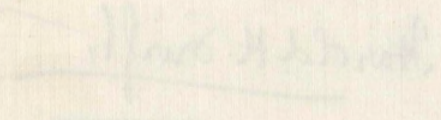
I have been greatly interested in the principal of Hyde Park High School and his efforts to make the physical vigor of the student body a part of the University program. The University has been in the forefront of the movement to make the physical education of the student a part of the University program. The University has been in the forefront of the movement to make the physical education of the student a part of the University program. The University has been in the forefront of the movement to make the physical education of the student a part of the University program.

The information came to my attention from a friend interested in Hyde Park High School, who said that the principal of the school is very active in the physical education of the student body. The principal is very active in the physical education of the student body. The principal is very active in the physical education of the student body. The principal is very active in the physical education of the student body. The principal is very active in the physical education of the student body.

I presume Hyde Park with its 125 pupils coming into the University is one of the schools furnishing the highest number of students. I presume Hyde Park with its 125 pupils coming into the University is one of the schools furnishing the highest number of students. I presume Hyde Park with its 125 pupils coming into the University is one of the schools furnishing the highest number of students. I presume Hyde Park with its 125 pupils coming into the University is one of the schools furnishing the highest number of students. I presume Hyde Park with its 125 pupils coming into the University is one of the schools furnishing the highest number of students.

You will perhaps want to look into this matter.

Yours cordially,



I think detailed information is an advantage of course, and perhaps we are justified in asking for it in this connection. I think detailed information is an advantage of course, and perhaps we are justified in asking for it in this connection. I think detailed information is an advantage of course, and perhaps we are justified in asking for it in this connection. I think detailed information is an advantage of course, and perhaps we are justified in asking for it in this connection. I think detailed information is an advantage of course, and perhaps we are justified in asking for it in this connection.

The University of Chicago

The School of Education

OFFICE OF THE SUPERINTENDENT
OF THE LABORATORY SCHOOLS

July 2, 1923.

*Collins
F. u. 6*

01250

My dear Mr. President:

I do not think that you need take very seriously the remark which you have heard as attributed to Mr. Loomis of the Hyde Park High School. I heard the remark which he made and it was characteristic of his reactions in the type of social setting to which he was for the moment exposed.

I am sorry indeed that any high school principal should give up twenty-three days, of eight hours each, of his vacation to filling out questionnaires but the work of the world has to be done and Mr. Loomis should organize his administration so that he will personally not have to attend to this matter in all its details.

The committee, at one stage of its work, had a conference with a considerable number of representative principals from the suburban high schools and from two Chicago high schools and it was unanimously agreed that under the plan which we proposed, a principal should have no difficulty in furnishing the necessary information, supposing his office to have been effectively organized.

Very truly yours,

H. C. Morrison

President Ernest DeWitt Burton,
University of Chicago.

HCM:KW

The University of Chicago

The School of Education

OFFICE OF THE SUPERINTENDENT
OF THE LABORATORY SCHOOLS

July 12, 1923.

File 6
X
Admission
Retention
p1315

Ack.
File in
College Files

My dear Mr. President:

I transmit herewith a copy of the
report of the Committee on Selective Admission and
Retention.

This document represents only
the first half of the task. Selective retention
has yet to be canvassed. The Committee has, how-
ever, studied this portion of its undertaking pretty
thoroughly and the forms which it has devised are
being tried out experimentally this summer.

It is the purpose of the Committee,
if you approve, to print this part of its report
and submit the printed document to the Faculty for
action early in October.

Very truly yours,

H. C. Morrison

President Ernest DeWitt Burton,
University of Chicago.

HCM:KW

Enclosure.

REPORT OF THE COMMITTEE
ON SELECTIVE ADMISSION AND SELECTIVE RETENTION

AS REVISED MAY 28, 1922

Report of the Committee
on Selective Admission and Selective Retention

The Committee on Selective Admission and Selective Retention presents its report on that part of its assignment which has to do with Selective Admission. Selective Retention is a separate matter which needs further study.

The Committee has canvassed the problem as follows:

1. It has sought the opinion of all members of the several Faculties, and has received helpful suggestions from many of them.
2. It has met the heads of departments in conference.
3. Through the office of the University Examiner, it has studied methods of admission followed in other institutions.
4. It has met the principals of representative high schools and has been assured by them that the preparatory schools can furnish the evidence believed by the Committee to be desirable.
5. It has canvassed the history of admissions in the University of Chicago and the subsequent standing of groups of students over a period of five years.
6. It has had the assistance on details of some members of the Faculties who have special knowledge of certain aspects of the problem.

The findings of the Committee

I. Limitation of the student load in the Colleges by selective admission cannot be assured or precisely controlled. The plan proposed below will produce a superior student body, in substantial accord with the resolutions of the Faculties. It may result in a temporary reduction in numbers, or it may result in replacing inferior students with others of better quality. Permanent reduction in numbers can be secured by legislation which has that purpose specifically in view.

The Committee points out that the adjustment of the student load to the dimensions which the several departments can handle most effectively cannot be achieved by reduction in admissions. Reduction to meet the necessities of the most heavily loaded departments would result in bad economy for the majority.

The Committee, therefore, has at this time, no recommendation with reference to limitation of numbers.

II. The Committee has acquired no confidence that any machinery can be set up in the form of regulations, tests, personality measurements or estimates, and the like, which will automatically yield the results which the Faculties desire. Machinery is desirable in various forms and in flexible character; but the essence of the matter is in administration organized with reference to the special nature of the problems involved; in a study of the results; in active and constructive co-operation with secondary schools.

III. The Committee has prepared suggestions for blank forms to be used in the process of admitting students. These suggested forms are not, however, of the essence of this report. Forms will be changed from time to time as a result of administrative experience.

IV. The plan below is not offered as a final solution of the problem. The Committee believes, however, that its plan, if adopted and carried out in the spirit of this report, will yield substantial results. Study of the results year by year will give a far better basis for the more effective procedures than any which it is now possible to devise.

Recommendations

The Committee recommends:

I. That beginning with the Autumn Quarter, 1924, admission to the Colleges be based upon the following requirements:

- (1) Scholastic Record: The present regulations defining the qualitative and quantitative requirements in secondary school subjects.
- (2) Character and Promise: Satisfactory evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise and such personal characteristics as will make the candidate a desirable member of the college community. (See Exhibits A, B, and C.)
- (3) Health Record: An acceptable health certificate. (See Exhibit D.) All admission certificates are tentative, pending report of medical examination by the University Health Officer.

The intent is that selection shall be made on the evidence as a whole, and not merely upon the fulfillment of formal details of requirements.

II. That the administration be requested to provide for the co-ordination of the following functions:

- (1) Co-operation with secondary schools, in such a manner as to establish intimate relations with them.
- (2) The admission of students.
- (3) The study of admission problems by officers of instruction and administration.

III. That the procedure of selective admission be inaugurated in substantial accordance with the specifications herein set forth.

THE ROUTINE OF SELECTIVE ADMISSIONS

A. Preliminary papers.

1. Time of submission.

Preliminary papers are filed in the University Examiner's office at least six months before the date on which admission to the University is sought. The University Examiner will render decision within six weeks after receipt of application. Doubtful cases may be held under advisement until within ten days of the date of entrance. Later applications may be entertained by the University Examiner provided special reasons satisfactory to him are shown to exist.

2. Data required.

a. From school authorities:

- 1) Complete scholastic record to the date of application.
- 2) Evidence of personal qualities.

While it is inadvisable for the University to canvass personal qualities through the use of formal rating blanks in connection with admission, it is highly desirable that rating of such qualities be secured from school files wherever available.

- 3) Psychological test score when available.
- 4) Appraisal by the high school principal. (See Exhibit A.)
- 5) Appraisal by teachers who know the candidate well. (See Exhibit B.)

b. From the applicant for admission: Personal history. (See Exhibit C.)

c. From the family physician: Report to the University Health Officer. (See Exhibit D.)

Note: Additional information may be required by the University Examiner or may be submitted by the applicant.

B. Final certificates.

1. A certificate of graduation from an approved

secondary school accompanied by the scholastic record for the period of school attendance not covered by the preliminary report, or a statement certifying the satisfactory passing of the entrance examinations of the University of Chicago is filed with the University Examiner at least ten days before the date on which admission is sought.

2. A certificate of examination and approval issued by the University Health Officer is filed with the University Examiner.

C. Administrative procedure.

1. All medical papers are referred to the University Health Officer for inspection and recommendation.
2. All papers are checked in the University Examiner's office on the basis of technical admission requirements.
3. Papers pass to a specially qualified officer in the University Examiner's office for preliminary selection of applicants. This officer will exclude candidates who fail to furnish evidence of the attainments required by the Faculties.
4. Papers pass next to the Dean of the College to which admission is sought.

In case it shall appear to the Dean that the previous preparation or present purpose of the applicant is not in accord with the particular purposes of the College in question, the Dean shall return such papers to the University Examiner with appropriate notation. Unless adjusted in conference between the Dean and the University Examiner, such cases are referred to the Board of Admissions.

5. The Board of Admissions has appellate jurisdiction in all cases of admission.
6. The candidate may be required to report for a personal interview and appropriate tests, the results to be made items of record.
7. All reports to the student whether upon preliminary or final papers are made by the University Examiner.

Respectfully submitted,

H. H. Barrows) Colleges of Arts,	L.C. Marshall) School of
D. A. Robertson) Literature, and Science.	W.H. Spencer) Commerce
	and Administration.
H.C. Morrison (Chairman)) College of	
C.H. Judd) Education	
Walter A. Payne (Secretary)) University Recorder and Examiner.	

Exhibit 17

The University of Chicago

Office of the Examiner

FORM A

PRINCIPAL'S REPORT ON APPLICANT

To be filled out by the principal or a teacher designated by him and mailed to the University Examiner, University of Chicago, Chicago, Illinois

DEAR SIR:

_____ from your school has applied for admission to the University of Chicago. In addition to scholastic records, the Board of Admissions attaches great importance to the testimony of principals and teachers concerning the character and general ability of applicants. It therefore hopes that you will give fully and frankly the information requested in this Report. This information will be accessible to administrative officers only.

WALTER A. PAYNE, University Examiner

1. In what ways and to what extent has the candidate in his high-school career exhibited serious intellectual purpose? _____

2. How often during his last two years has it been necessary to admonish the candidate to greater application to his studies?
Frequently Occasionally Not at all
3. Indicate the fields in which the student has done an appreciable amount of voluntary supplementary reading during the Senior year in the high school? _____

4. Indicate the candidate's participation in extra-curricular activities during his high-school career: _____

5. What, in your opinion, are the candidate's real purposes in seeking admission to college? _____

6. Are there special reasons why the candidate has selected the University of Chicago? _____

7. What is your opinion of the candidate as a wholesome and desirable member of a school community? _____

8. In what ways and to what extent has the candidate been influential among his school fellows? _____

9. Are there special considerations not involved in previous questions that will hinder or help the college work of the candidate? If so, what? _____

Signed _____
Principal
High School

The University of Chicago

Office of the Examiner

FORM B
REPORT ON APPLICANT

_____ has applied for admission to the University of Chicago.

In addition to scholastic records, information (with the judgment of teachers and others) is desired concerning the candidate's intellectual interests and his probable seriousness of purpose. The University desires particularly to know whether or not the candidate has acquired an interest or interests of an intellectual nature sufficient to induce him to spend thereon a part of his spare time; whether or not he has acquired a serious and somewhat definite purpose, as distinguished from the mere intention to have a good time and conform to the University requirements; whether or not he has acquired capacity for study, independent of the constant guidance and stimulus of the teacher.

The candidate may for instance have acquired such an interest in physics or chemistry that he has spent much time on substantial work in the laboratory; or he may have read widely in history, English literature, or French—far beyond the requirements of the courses; or he may have shown distinct capacity in school dramatics, or debating, or writing for the school paper. These and many other similar features of the school career are considered valuable evidence, supplementary to the student's record in his required classroom work. *You will therefore render a service to the candidate as well as to the University by writing a full and frank statement along the lines suggested.* Whatever information is received will be accessible to administrative officers only.

WALTER A. PAYNE, *University Examiner*

To the University Examiner:

[Signed] _____

Date _____

[Position] _____

(If additional space is needed, please use the next page)

Exhibit C

The University of Chicago

Office of the Examiner

FORM C

APPLICANT'S INFORMATION BLANK

To be filled out in the applicant's own handwriting (not typewritten) and mailed to the University Examiner, University of Chicago, Chicago, Illinois. (If additional space is needed in answering any question, the last page of this folder may be used.)

1. Name in full

First Name

Middle Name

Last Name

2. Home address: Street and number

Town

State

3. Place of birth

Date of birth

4. (a) Father's name in full

Living or deceased?

(b) Father native-born American citizen? Or naturalized? Where born?

(c) Father's occupation?

(d) Father a college graduate? What college and class?

(e) Mother's name in full

Living or deceased?

Where born?

(f) Mother a college graduate? What college and class?

5. Of what church or other religious organization, if any, are you a member?

6. In what ways, if any, have you contributed toward your own support while preparing for college?

7. (a) State fully from what source or sources you expect to derive financial support while in college

- (b) If support is dependent upon a loan, is the loan already negotiated? _____
- (c) Check thus (X) the amount of time you expect to give to outside employment during the coming year: None ().

One or two hours per day (). More than two hours per day (). Have you definite promise of such employment?

Indicate nature of employment obtained or desired _____

8. Give names and home addresses of two high-school teachers who know you well: _____

9. Give names and home addresses of three high-school teachers with whom you worked during your Senior year: _____

10. Did you in high school receive any term grades of *failure* or *condition*? If so, list the subjects and causes _____

11. Do you plan to complete a full four-year college course in the University of Chicago? _____ If not, what are your plans? _____

12. What business or profession do you plan to enter after graduation from college? _____

If undecided, give present preferences (three) in order of choice: 1st _____; 2d _____; 3d _____

13. What are your favorite amusements? _____

14. How have your recent vacation periods been spent? _____

15. If you have a "hobby," what is it? _____

16. List in order of your preference the student activities in which you have participated _____

17. List the titles of as many books as you can recall having read during the past year outside of school requirements: _____

18. What magazines and newspapers do you regularly read? _____

19. Of all the things you have accomplished, which have given you the greatest personal satisfaction? _____

20. In the space below and on the next page, write in 200 to 250 words a clear-cut and business-like story of your life.

Exhibit D

The University of Chicago
Office of the Examiner

FORM D
PHYSICIAN'S STATEMENT

(A confidential statement to be sent by the home physician directly to the University Health Officer, University of Chicago, Chicago, Ill.)

I have examined _____

and believe ^{her}_{him} to be physically qualified to enter and do efficient work in the University of Chicago.

^{She}_{He} presents no evidence of communicable disease nor of over fatigue which would affect the quality of ^{her}_{his} academic work.

^{She}_{He} was successfully vaccinated against smallpox on _____
Date

SUGGESTIONS _____

(Please give any information which may be useful to the University Health Officer.)

Date _____ M.D.

Address _____

July 21, 1923.

My dear Mr. Morrison:

President Burton has requested me to acknowledge and to thank you for the report of the Committee on Selective Admission and Retention.

Very truly yours,

Secretary.

Mr. H. C. Morrison,
The School of Education.

EDB:CB

Colleges.

F u 6

Registration procedure

August 8, 1923

My dear Mr. Wilkins:

Mr. Robertson has handed the President the enclosed memorandum as to registration procedure, etc. in the autumn quarter. I have written the President that I am handing it to you and that you will probably return it to the office with any modifications that occur to you, in time for him to see it when he returns to the University, August twenty-fourth.

Truly yours,

Mr. Ernest H. Wilkins
University of Chicago
Faculty Exchange

EJG:P

The University of Chicago

Office of the Dean of Faculties

October 16, 1923.

Memorandum to the President

Mr. Morrison brings to my attention the fact that the Committee on Selective Admissions is now weakened by the absence of Mr. Robertson and Mr. Marshall. I think it would be eminently appropriate to ask Mr. Wilkins to serve on this committee instead of Mr. Robertson. As regards Marshall, I am not sure how fully you had in mind the importance of having an equal representation of two members each from the Colleges of Commerce and Administration, Education and Arts, Literature and Science. Mr. Spencer is the other representative of Commerce and Administration at present. I should doubt whether it were so important in this case to name a representative as it is to name one in place of Mr. Robertson.

J. A. Lusk

Ask Mr. Wilkins
to serve

The University of Chicago

meeting held
7:30

October 31st

Report attached

Report of the Committee on
Selective Admission and Selective Retention
Presented to the Faculties of the
Colleges, October, 1923

REPORT OF THE COMMITTEE ON SELECTIVE ADMISSION AND SELECTIVE RETENTION

The Committee on Selective Admission and Selective Retention presents its report on that part of its assignment which has to do with Selective Admission. Selective Retention is a separate matter which needs further study.

The committee has canvassed the problem as follows:

1. It has sought the opinion of all members of the several Faculties, and has received helpful suggestions from many of them.
2. It has met the heads of departments in conference.
3. Through the office of the University Examiner it has studied methods of admission followed in other institutions.
4. It has met the principals of representative high schools and has been assured by them that the preparatory schools can furnish the evidence believed by the committee to be desirable.
5. It has canvassed the history of admissions in the University of Chicago and the subsequent standing of groups of students over a period of five years.
6. It has had the assistance on details of some members of the Faculties who have special knowledge of certain aspects of the problem.

The findings of the committee

I. Limitation of the student load in the Colleges by selective admission cannot be assured or precisely controlled. The plan proposed below will produce a superior student body, in substantial accord with the resolutions of the Faculties. It may result in a temporary reduction in numbers, or it may result in replacing inferior students with others of better quality. Permanent reduction in numbers can be secured by legislation which has that purpose specifically in view.

The committee points out that the adjustment of the student load to the dimensions which the several departments can handle most effectively cannot be achieved by reduction in admissions. Reduction to meet the necessities of the most heavily loaded departments would result in bad economy for the majority.

The committee, therefore, has, at this time, no recommendation with reference to limitation of numbers.

II. The committee has acquired no confidence that any machinery can be set up in the form of regulations, tests, personality measurements or estimates, and the like, which will automatically yield the results which the Faculties desire. Machinery is desirable in various forms and in flexible character; but the essence of the matter is in

administration organized with reference to the special nature of the problems involved, in a study of the results, and in active and constructive co-operation with secondary schools.

III. The committee has prepared suggestions for blank forms to be used in the process of admitting students. These suggested forms are not, however, of the essence of this report. Forms will be changed from time to time as a result of administrative experience.

IV. The plan below is not offered as a final solution of the problem. The committee believes, however, that its plan, if adopted and carried out in the spirit of this report, will yield substantial results. Study of the results year by year will give a far better basis for the more effective procedures than any which it is now possible to devise.

Recommendations

The committee recommends:

I. That beginning with the Autumn Quarter, 1924, admission to the Colleges be based upon the following requirements:

1. *Scholastic Record*: The present regulations defining the qualitative and quantitative requirements in secondary school subjects.

2. *Character and Promise*: Satisfactory evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise, and such personal characteristics as will make the candidate a desirable member of the college community. (See Forms A, B, and C.)

3. *Health Record*: An acceptable health certificate. (See Form D.) All admission certificates are tentative, pending report of medical examination by the University Health Officer.

The intent is that selection shall be made on the evidence as a whole, and not merely upon the fulfilment of formal details of requirements.

II. That the administration be requested to provide for the co-ordination of the following functions:

1. Co-operation with secondary schools, in such a manner as to establish intimate relations with them.

2. The admission of students.

3. The study of admission problems by officers of instruction and administration.

III. That the procedure of selective admission be inaugurated in substantial accordance with the specifications herein set forth.

THE ROUTINE OF SELECTIVE ADMISSIONS

A. Preliminary papers

1. Time of submission.

Preliminary papers are filed in the University Examiner's office at least six months before the date on which admission to the University is sought. The University Examiner will render decision within six weeks after receipt of application. Doubtful cases may be held under advisement until within ten days of the date of entrance. Later applications may be entertained by the University Examiner provided special reasons satisfactory to him are shown to exist.

2. Data required

a) From school authorities:

(1) Complete scholastic record to the date of application.

(2) Evidence of personal qualities. While it is inadvisable for the University to canvass personal qualities through the use of formal rating blanks in connection with admission, it is highly desirable that rating of such qualities be secured from school files wherever available.

(3) Psychological test score when available.

(4) Appraisal by the high school principal. (See Form A.)

(5) Appraisal by teachers who know the candidate well. (See Form B.)

b) From the applicant for admission:

Personal history. (See Form C.)

c) From the family physician:

Report to the University Health Officer. (See Form D.)

Note 1: Forms A, B, C, and D are suggestive only and subject to modification on the basis of experience.

Note 2: Additional information may be required by the University Examiner or may be submitted by the applicant.

B. Final certificates

1. A certificate of graduation from an approved secondary school accompanied by the scholastic record for the period of school attendance not covered by the preliminary report; or a statement certifying the satisfactory passing of the entrance examinations of the University of Chicago is filed with the University Examiner at least ten days before the date on which admission is sought.

2. A certificate of examination and approval issued by the University Health Officer is filed with the University Examiner.

C. Administrative procedure

1. All medical papers are referred to the University Health Officer for inspection and recommendation.
2. All papers are checked in the University Examiner's office on the basis of technical admission requirements.
3. Papers pass to a specially qualified officer in the University Examiner's office for preliminary selection of applicants. This officer will exclude candidates who fail to furnish evidence of the attainments required by the Faculties.
4. Papers pass, next, to the Dean of the College to which admission is sought. In case it shall appear to the Dean that the previous preparation or present purpose of the applicant is not in accord with the particular purposes of the college in question, he shall return such papers to the University Examiner with appropriate notation. Unless adjusted in conference between the Dean and the University Examiner, such cases are referred to the Board of Admissions.
5. The Board of Admissions has appellate jurisdiction in all cases of admission.
6. The candidate may be required to report for a personal interview and appropriate tests, the results to be made items of record.
7. All reports to the student whether upon preliminary or final papers are made by the University Examiner.

Respectfully submitted,

H. H. BARROWS }
D. A. ROBERTSON } Colleges of Arts, Literature, and Science

H. C. MORRISON, *Chairman* }
C. H. JUDD } College of Education

L. C. MARSHALL }
W. H. SPENCER } College of Commerce and Administration

WALTER A. PAYNE, *Secretary*, University Recorder and Examiner

The University of Chicago

Office of the Examiner

FORM A

PRINCIPAL'S REPORT ON APPLICANT

To be filled out by the principal or a teacher designated by him and mailed to the University Examiner, University of Chicago, Chicago, Illinois

DEAR SIR:

_____ from your school has applied for admission to the University of Chicago. In addition to scholastic records, the Board of Admissions attaches great importance to the testimony of principals and teachers concerning the character and general ability of applicants. It therefore hopes that you will give fully and frankly the information requested in this Report. This information will be accessible to administrative officers only.

WALTER A. PAYNE, *University Examiner*

1. In what ways and to what extent has the candidate in his high-school career exhibited serious intellectual purpose? _____
2. How often during his last two years has it been necessary to admonish the candidate to greater application to his studies?
Frequently Occasionally Not at all
3. Indicate the fields in which the student has done an appreciable amount of voluntary supplementary reading during the Senior year in the high school? _____
4. Indicate the candidate's participation in extra-curricular activities during his high-school career: _____
5. What, in your opinion, are the candidate's real purposes in seeking admission to college? _____
6. Are there special reasons why the candidate has selected the University of Chicago? _____
7. What is your opinion of the candidate as a wholesome and desirable member of a school community? _____
8. In what ways and to what extent has the candidate been influential among his school fellows? _____
9. Are there special considerations not involved in previous questions that will hinder or help the college work of the candidate? If so, what? _____

Signed _____
Principal
High School

FORM B
REPORT ON APPLICANT

_____ has applied for admission to the University of Chicago.

In addition to scholastic records, information (with the judgment of teachers and others) is desired concerning the candidate's intellectual interests and his probable seriousness of purpose. The University desires particularly to know whether or not the candidate has acquired an interest or interests of an intellectual nature sufficient to induce him to spend thereon a part of his spare time; whether or not he has acquired a serious and somewhat definite purpose, as distinguished from the mere intention to have a good time and conform to the University requirements; whether or not he has acquired capacity for study, independent of the constant guidance and stimulus of the teacher.

The candidate may for instance have acquired such an interest in physics or chemistry that he has spent much time on substantial work in the laboratory; or he may have read widely in history, English literature, or French—far beyond the requirements of the courses; or he may have shown distinct capacity in school dramatics, or debating, or writing for the school paper. These and many other similar features of the school career are considered valuable evidence, supplementary to the student's record in his required classroom work. *You will therefore render a service to the candidate as well as to the University by writing a full and frank statement along the lines suggested.* Whatever information is received will be accessible to administrative officers only.

WALTER A. PAYNE, University Examiner

To the University Examiner:

[Signed] _____

Date _____

[Position] _____

(If additional space is needed, please use the next page)

FORM C
APPLICANT'S INFORMATION BLANK

To be filled out in the applicant's own handwriting (not typewritten) and mailed to the University Examiner, University of Chicago, Chicago, Illinois. (If additional space is needed in answering any question, the last page of this folder may be used.)

1. Name in full _____
*First Name**Middle Name**Last Name*

2. Home address: Street and number _____

Town _____ State _____

3. Place of birth _____ Date of birth _____

4. (a) Father's name in full _____ Living or deceased? _____

(b) Father native-born American citizen? _____ Or naturalized? _____ Where born? _____

(c) Father's occupation? _____

(d) Father a college graduate? _____ What college and class? _____

(e) Mother's name in full _____ Living or deceased? _____ Where born? _____

(f) Mother a college graduate? _____ What college and class? _____

5. Of what church or other religious organization, if any, are you a member? _____

6. In what ways, if any, have you contributed toward your own support while preparing for college? _____

7. (a) State fully from what source or sources you expect to derive financial support while in college _____

(b) If support is dependent upon a loan, is the loan already negotiated?_____

(c) Check thus (X) the amount of time you expect to give to outside employment during the coming year: None ().

One or two hours per day (). More than two hours per day (). Have you definite promise of such employment?

Indicate nature of employment obtained or desired_____

8. Give names and home addresses of two high-school teachers who know you well:_____

9. Give names and home addresses of three high-school teachers with whom you worked during your Senior year:_____

10. Did you in high school receive any term grades of *failure* or *condition*? If so, list the subjects and causes._____

11. Do you plan to complete a full four-year college course in the University of Chicago?_____ If not, what are your plans?_____

12. What business or profession do you plan to enter after graduation from college?_____

If undecided, give present preferences (three) in order of choice: 1st_____; 2d_____; 3d_____

13. What are your favorite amusements?_____

14. How have your recent vacation periods been spent?_____

15. If you have a "hobby," what is it?_____

16. List in order of your preference the student activities in which you have participated_____

17. List the titles of as many books as you can recall having read during the past year outside of school requirements:_____

18. What magazines and newspapers do you regularly read?_____

19. Of all the things you have accomplished, which have given you the greatest personal satisfaction?_____

20. In the space below and on the next page, write in 200 to 250 words a clear-cut and business-like story of your life.

The University of Chicago

Office of the Examiner

FORM D

PHYSICIAN'S STATEMENT

(A confidential statement to be sent by the home physician directly to the University Health Officer, University of Chicago, Chicago, Ill.)

I have examined _____

and believe ^{her}_{him} to be physically qualified to enter and do efficient work in the University of Chicago.

^{She}_{He} presents no evidence of communicable disease nor of over fatigue which would affect the quality of ^{her}_{his} academic work.

^{She}_{He} was successfully vaccinated against smallpox on _____ Date _____

SUGGESTIONS _____

(Please give any information which may be useful to the University Health Officer.)

Date _____

M.D.

Address _____

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

October 19, 1923

My dear Mr. President:

After I had studied with some care the sheets you handed me, I thought it worth-while to find out whether we have already in operation any machinery for accomplishing in any degree the purposes which you have in mind. So I talked the matter over with Mr. Payne, and obtained from him the material which I am sending you herewith. I do not know how familiar you may be with the plans illustrated by this material. It was pretty nearly all new to me. Moreover, I understand that it represents what is being done as yet experimentally and unofficially, and that its authorization is to be a matter of consideration before the appropriate Ruling Body very soon.

You will see that in the material I am handing you there are three "Forms:" Form A is the Principal's report on the applicant for admission. Form B is a report on the applicant furnished by the high school instructors. Form C is the blank containing data furnished by the applying student. Form C is used as the "folder" within which all the pertinent material is kept.

There is still another form, "D," which is filled out, returned, and kept with This is filled out by the family physician. the rest of the material. / All these data bear upon the student's history before entering the University. A few days before the opening of the quarter, the Examiner's Office secures a list of prospective entrants including three groups: (1) Arts, Literature, and Science; (2) Education; (3) Commerce and Administration. To each of the deans who will be registering entering stu-

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

-2-

dents, a list of the names of each of the students with whom the dean will have to deal is sent, and along with this list, the folder containing all the data relating to each of these students. Thus, for example, Miss Wallace could study a few days in advance, these memoranda, and could note against each name any item which she would especially like to have in mind when the student comes to her. Thus, when Mary Smith comes to the office, Miss Wallace could say, "You are, I find, from the Oak Park High School, and have had some difficulties with Mathematics." Or, "you have been troubled with bad headaches," etc., etc.

While all this material is gathered at first in the Examiner's Office, the permanent repository of the material would probably be the files of the dean who deals directly with the student. And while the folder, as I am handing it to you, embraces details pertaining to the student before his college career begins, it would seem to be perfectly practicable to add to this collection in each case such records and other memoranda as would be pertinent as the student's career proceeds.

In view of what we now have, as shown by the folder which I am giving you herewith, is it not worth-while to consider whether it is necessary, or would even be advisable, to set up the machinery contemplated in your second paragraph, entitled, "Personnel," at any rate, until full trial has been made of our present possibilities.

If I have rightly interpreted your purpose, it is, when stated in the simplest terms, to counteract as completely as may be, the evils of "Mass Education;" and to introduce into our official dealings with the undergraduate

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

-3-

student, the highest practicable degree of sympathy, giving to each student a type of guidance intimate in character and administered in such fashion as shall respect on the one hand, the individual's indisposition to defer to authority as such, and on the other hand, his readiness to follow the advice and leadership of those whom he admires and trusts. The administration of these matters ought, it seems to me, to be conducted with full recognition of the fact that the characteristics of the junior college student are almost identical with those of the high school pupil; with, however, a greater degree of self assertion, but no less need of wise and friendly counsel.

If you judge that a satisfactory experiment in the realization of your aim could be made by following out the lines suggested, using the material already provided, it would seem that all that remains to be done would be to provide deans sufficient in number and personally qualified to give the matter a fair trial.

Very truly yours,

Nathaniel Butler

President Ernest D. Burton
The University of Chicago

October 22, 1923.

My dear Mr. Wilkins:

President Burton wishes to
know if you kindly serve on the Committee
on Selective Admissions in the place of
Mr. Robertson?

Very truly yours,

Secretary.

Mr. E. H. Wilkins,
Dean of the Colleges.

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

October 23, 1923

Mrs. Caroline Bender
Office of the President

Dear Mrs. Bender:

I shall be glad to serve on
the Committee on Selective Admissions
in the place of Mr. Robertson.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

*File
Com. adm.
Sel. adm.
+ Ret.*

JOINT MEETING OF THE FACULTIES OF THE COLLEGES
OF EDUCATION, COMMERCE AND ADMINISTRATION; AND
ARTS, LITERATURE, AND SCIENCE. (Special Meeting)
Tuesday, October 30, 1923, 3:30 P.M.
Room M11, Harper Memorial Library.

The meeting was called to order by Dean Wilkins. The following members of the Faculties were present:

Mrs. Flint, Mrs. Terry-McCoy, Misses McAuley, Rising, Wallace, Talbot, Blunt, Stevenson, Dudley, Burns, Mrs. Logsdon, Messrs. Robinson, Martin, Ransmeier, Barrows, Thornton, Gould, Reed, Carr, Kornhauser, Wilkins, Judd, Harvey, Coetsch, Morrison, Gray, Cowles, Stieglitz, Schlesinger, Scott, Lyman, *Scates, Goodspeed, Smith(T.V.), Mathews, Clattfeld, Bond, Riddle, Nicolet, Barnes, Cox Burgess, Donner, Horton, Couvens, Major Barrows, Lieut. Dixby, the Assistant Recorder, the Recorder, and the Recorder's secretary - also seven others whose names were not learned. (*Assistant to the Examiner.)

Mr. Morrison presented the accompanying report of the Committee on Selective Admission and Selective Retention, calling special attention to the following features of the report:

II and IV under "The Findings of the Committee", and II,2, under "Recommendations". He then moved the adoption of the report. This was seconded. Dean Gray was then called to the chair and Dean Wilkins consented upon the use which had been made by the Deans in the Colleges of Arts, Literature, and Science, during the period of registration, of the material collected by the University Examiner in harmony with the plan of the Committee. Without further discussion, the motion to adopt was carried unanimously.

Mr. Morrison then called attention to the fact that the Committee has completed but one of the duties assigned to it, and that it yet has for consideration the question of "selective retention". He stated that Dean Tufts had suggested that in consideration of this topic the Committee work, in so far as practicable, in harmony with the Trustees Commission on the Future Development of the Colleges.

It was then moved that in order to regularize the procedure, the members of the Faculty of the Colleges of Arts, Literature, and Science adopt for that Faculty the report as submitted. This motion was seconded and unanimously carried. Similar motions were made and carried for the Faculties of the Colleges of Commerce and Administration, and Education.

Adjourned:

Committee on Selective Admission and
Selective Retention of Students.
Wednesday, October 31, 1923, 7:30 P.M.
Office of Dean Wilkins, Cobb Hall.

Present: Mr. Morrison, presiding; Messrs. Judd, Spencer,
Wilkins, Barrows, and Payne.

Mr. Morrison called attention to a report made to him
by Dean Tufts that there has recently been appointed
a Board of Trustees Commission on "The Future
Development of the Colleges".

(For the Trustees: Mr. Bond, Mr. Donnelley, Mr. Gilkey.
For the Faculty: Mrs. Flint, Messrs. Prescott,
Wilkins, Judd, Morrison, Norton, Spencer.
Mr. Bond is Chairman of the Commission, Mr. Prescott,
Vice-Chairman and Chairman of the Faculty group.)

It was suggested that this Commission would probably
include in its studies a survey of the question of
"selective retention of students". Hence, a motion by
Mr. Judd and seconded by Mr. Barrows that this Committee
adjourn, subject to the call of the Chairman, referring
the questions logically falling within its sphere to
the Commission above mentioned was unanimously carried.

Adjourned:

Secretary

The University of Chicago

Office of the Dean of Faculties

January 10, 1924.

mit Action of the Faculties of the Colleges upon Selective
Admission and Selective Retention. *Judson*

About a year ago a committee which included representatives of the Colleges of Arts, Literature and Science, Commerce and Administration, and Education, was appointed by the President, *by in accordance with a* vote of those faculties, to consider the question of Selective Admission and Retention. Among the reasons for appointing this committee were: (1) The desire to secure an improved quality in those who enter the University; (2) to prevent ~~the~~ waste of time on the part of the University teachers and administrative officers in dealing with students who ought not to have been received, and (3) to gain information that would aid administrative officers in more intelligent action when dealing with recently admitted students.

The committee consulted with many faculty members and with Principals of high schools. It reported a plan which called for considerable additional information from school authorities, and which called also for a personal history from the student himself. This last has been found by experience to be especially valuable not only for the question of admission but also for advice to the student by our administrative officers.

The plan was in operation last summer to the extent that the blanks for school authorities and for the personal history of the student were made use of. The report of the committee was unanimously approved by the several faculties at a meeting held for this purpose in October and was presented to the Senate at its November meeting.

The deans report that fewer students ~~have been~~ *more* dismissed at the close of the Autumn Quarter this year than were dismissed a year ago. In Arts, Literature and Science, ~~65 students this year were dismissed at the close of the Autumn Quarter, as compared with 96 a year ago.~~ *65* They also report that they have found this information to be of great assistance in their work ~~with the students this autumn.~~ *regarding*

One feature of the plan, which required that those who desired to enter should make early application, could not be put into operation last summer, but it is the ~~intention to put this into effect this winter.~~ *desire of the deans to do so* Principals of Chicago high schools are strongly in favor of early application.

The effect of this plan upon the numbers cannot be as yet accurately estimated. In the opinion of the committee "it may result in a temporary reduction in numbers, or it may result in replacing inferior students with others of better quality." *Previous experience in similar cases would suggest that any reduction in numbers will be only temporary, and offset by important improvement in the character of service rendered to the students.*

January 10, 1924.

Action of the Faculties of the Colleges upon Selective
Admission and Selective Retention.

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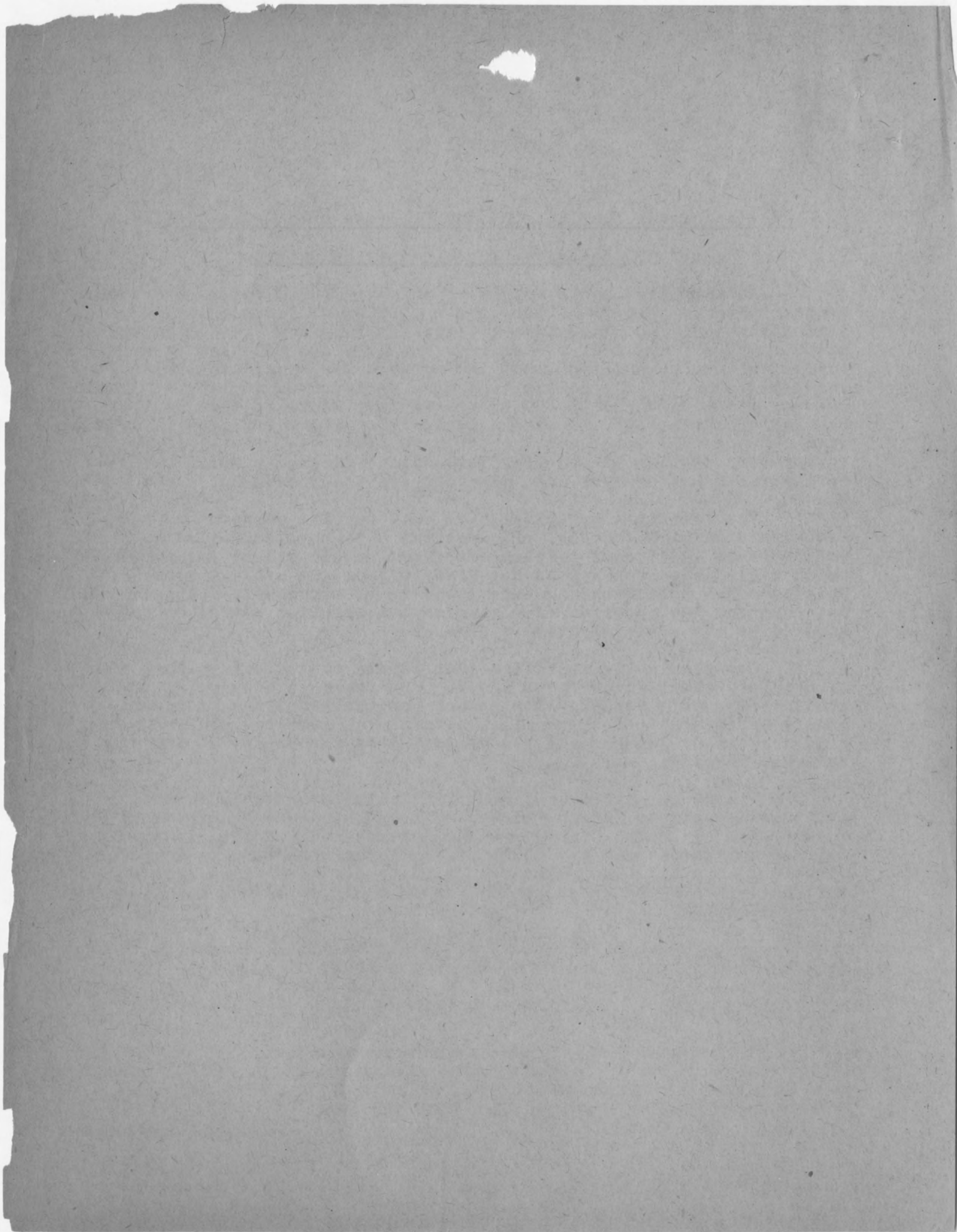
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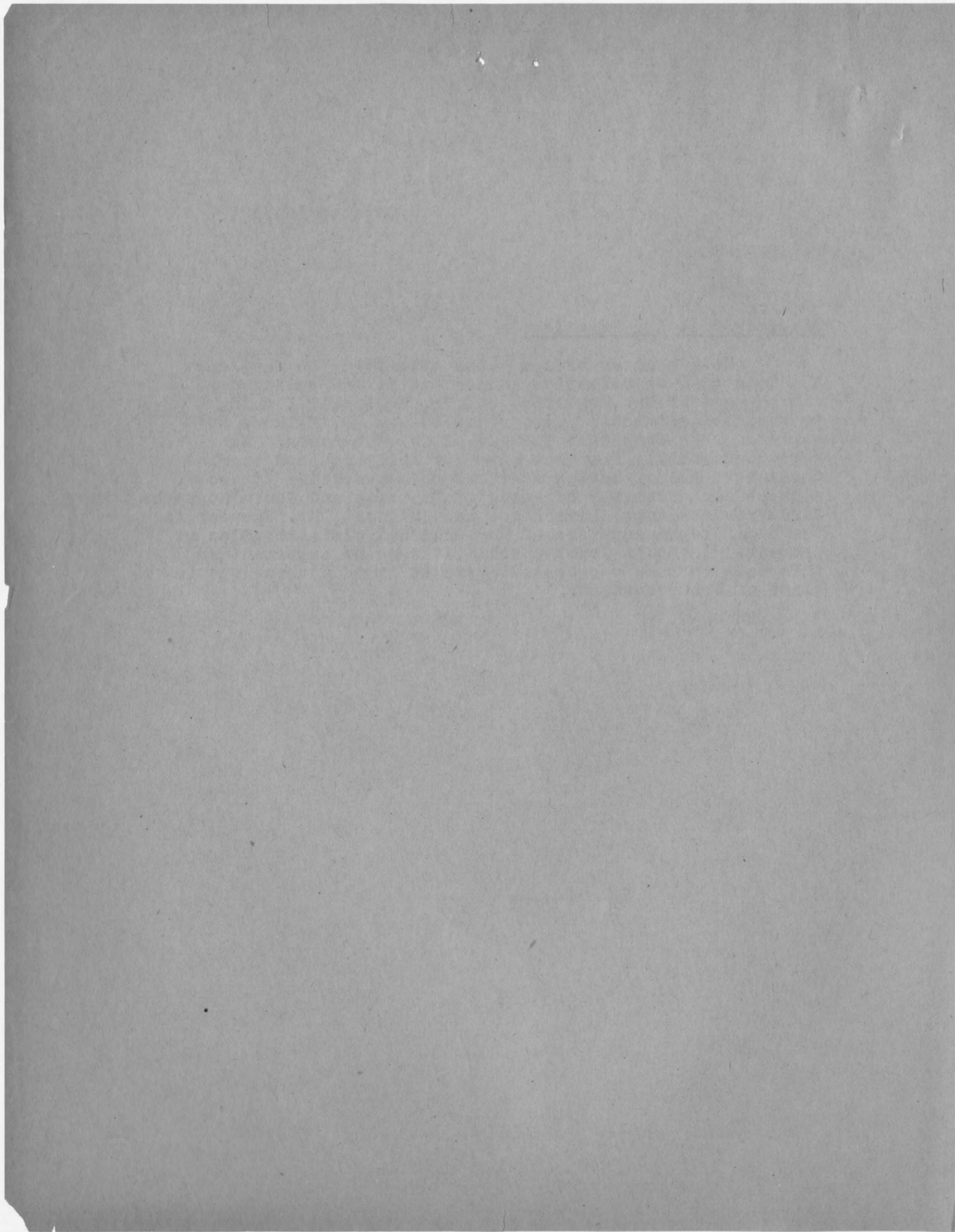
The effect of this plan upon the numbers cannot be as yet accurately estimated. In the opinion of the committee "it may result in a temporary reduction in numbers, or it may result in replacing inferior students with others of better quality."



October 16, 1923.

Memorandum to the President

Mr. Morrison brings to my attention the fact that the Committee on Selective Admissions is now weakened by the absence of Mr. Robertson and Mr. Marshall. I think it would be eminently appropriate to ask Mr. Wilkins to serve on this committee instead of Mr. Robertson. As regards Marshall, I am not sure how fully you had in mind the importance of having an equal representation of two members each from the Colleges of Commerce and Administration, Education and Arts, Literature and Science. Mr. Spencer is the other representative of Commerce and Administration at present. I should doubt whether it were so important in this case to name a representative as it is to name one in place of Mr. Robertson.



June 2, 1923

Dear Mr. Burton:

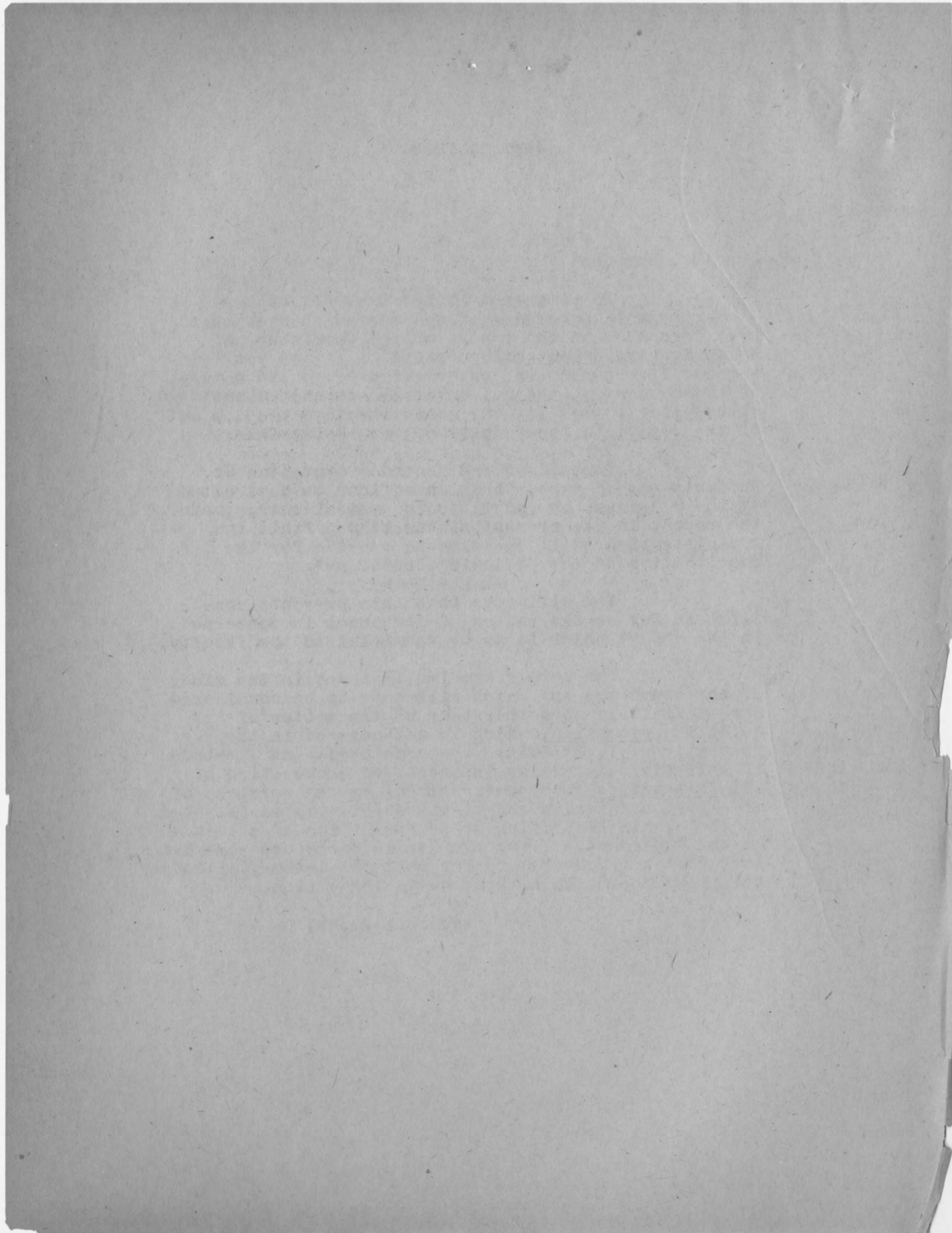
The attached letter from Mr. Butler was written in ignorance of the recent changes that have been made in the report of the Committee on Selective Admission and Retention. I gave you a general statement in conversation as to the nature of these changes, which I suggested to that committee with a view to keeping the administrative problem out of the report to the faculty so far as possible.

Instead of the sentence quoted on Mr. Butler's second page, "that an officer be designated by the President who shall be in general charge, etc.," the report in its present status reads, "that the administration shall be asked to provide for the coordination of the following functions".

You will note that this prevents conflict so far as the matter of personnel is concerned in the report which is to be submitted to the faculty.

The larger problem that was in the minds of the committee and which will have to be considered more definitely when they take up the matter of selective retention, which is not covered in the present report, is this: the committee want a method of enlisting the active interest and cooperation of all instructors concerned, as well as the services of an expert statistician who might conceivably be attached to the examiner's office or to the office of a dean or of the President. The problem is therefore somewhat larger than is covered by Mr. Butler's letter, although this larger part is not yet ready for action.

Sincerely yours,



May 23, 1923

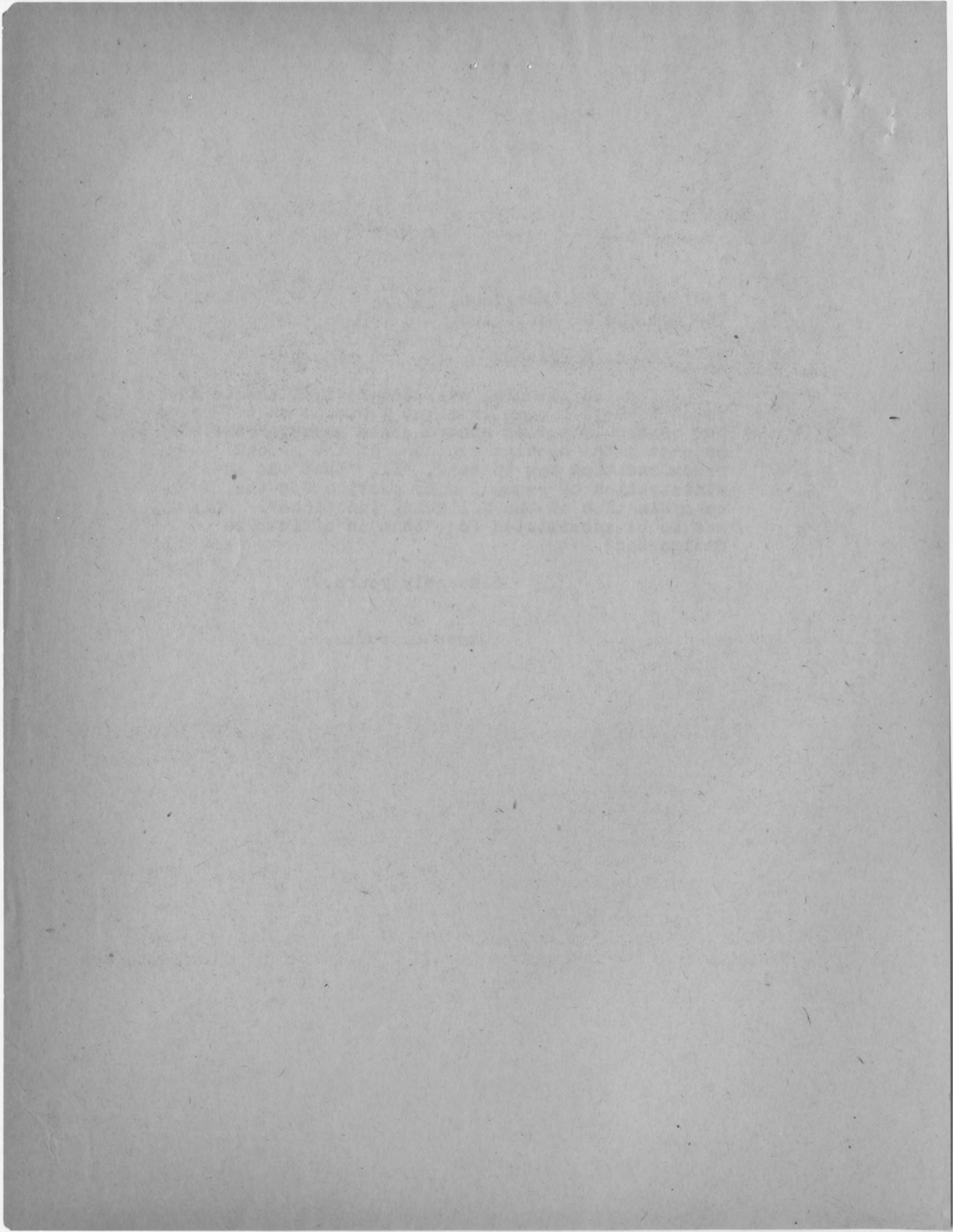
Professor H. C. Morrison,
The College of Education.

My dear Mr. Morrison:

In glancing over the revised sheets which have just come from you I notice that one change we agreed upon was not incorporated. On page 4 the opening sentence of the second recommendation was to read, "II. That the administration be requested to provide for the co-ordination of the following functions". This was to be substituted for "that an officer be designated".

Sincerely yours,

James H. Tufts.

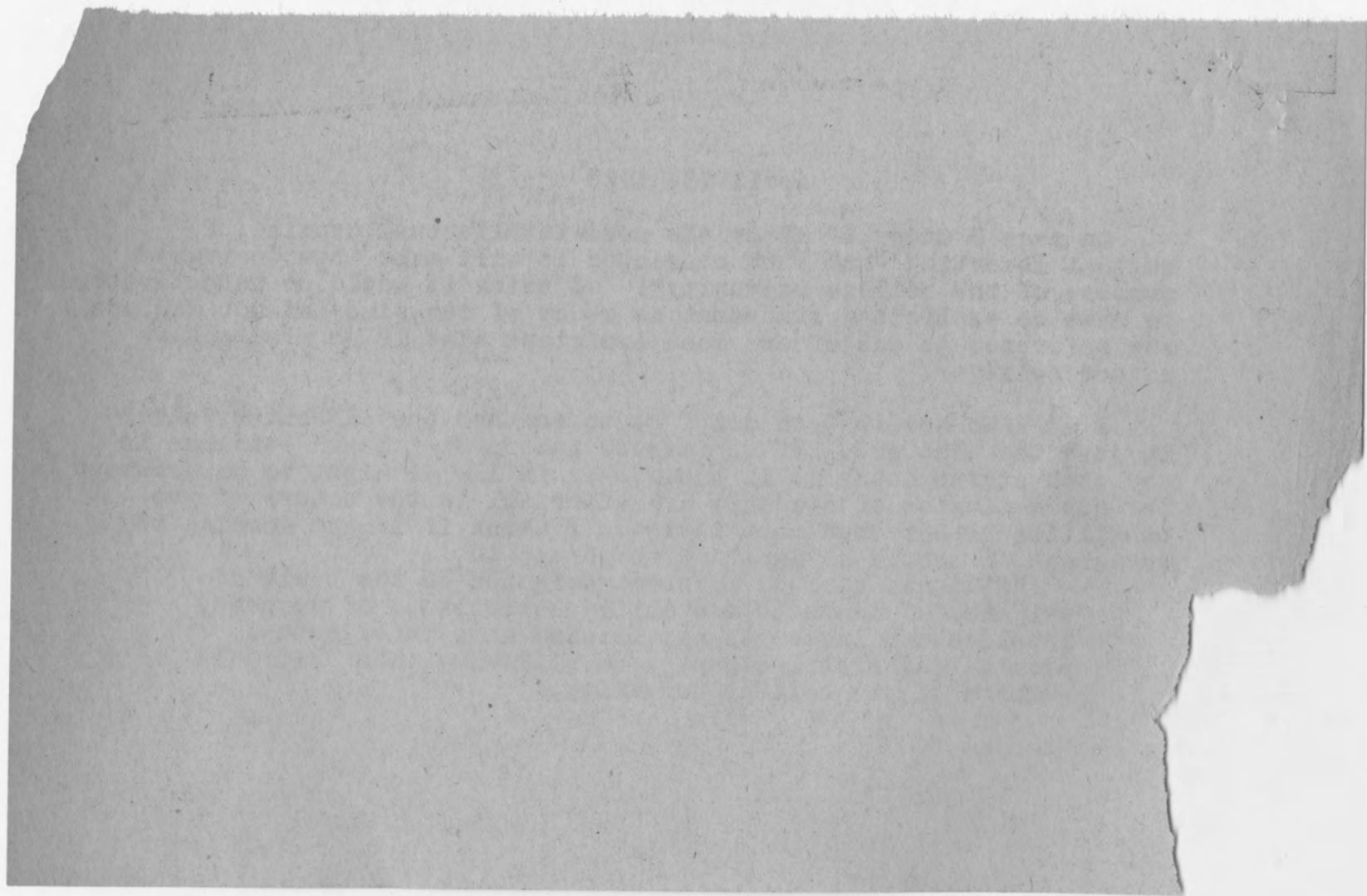


April 26, 1923

On page 5 under IV after the words intellectual promise, I suggest inserting "and such character as will make them desirable members of the college community". I think it would be unfortunate to make so explicit a statement as we do of our aims and not include any reference to one of our most important aims if we are to have a good college.

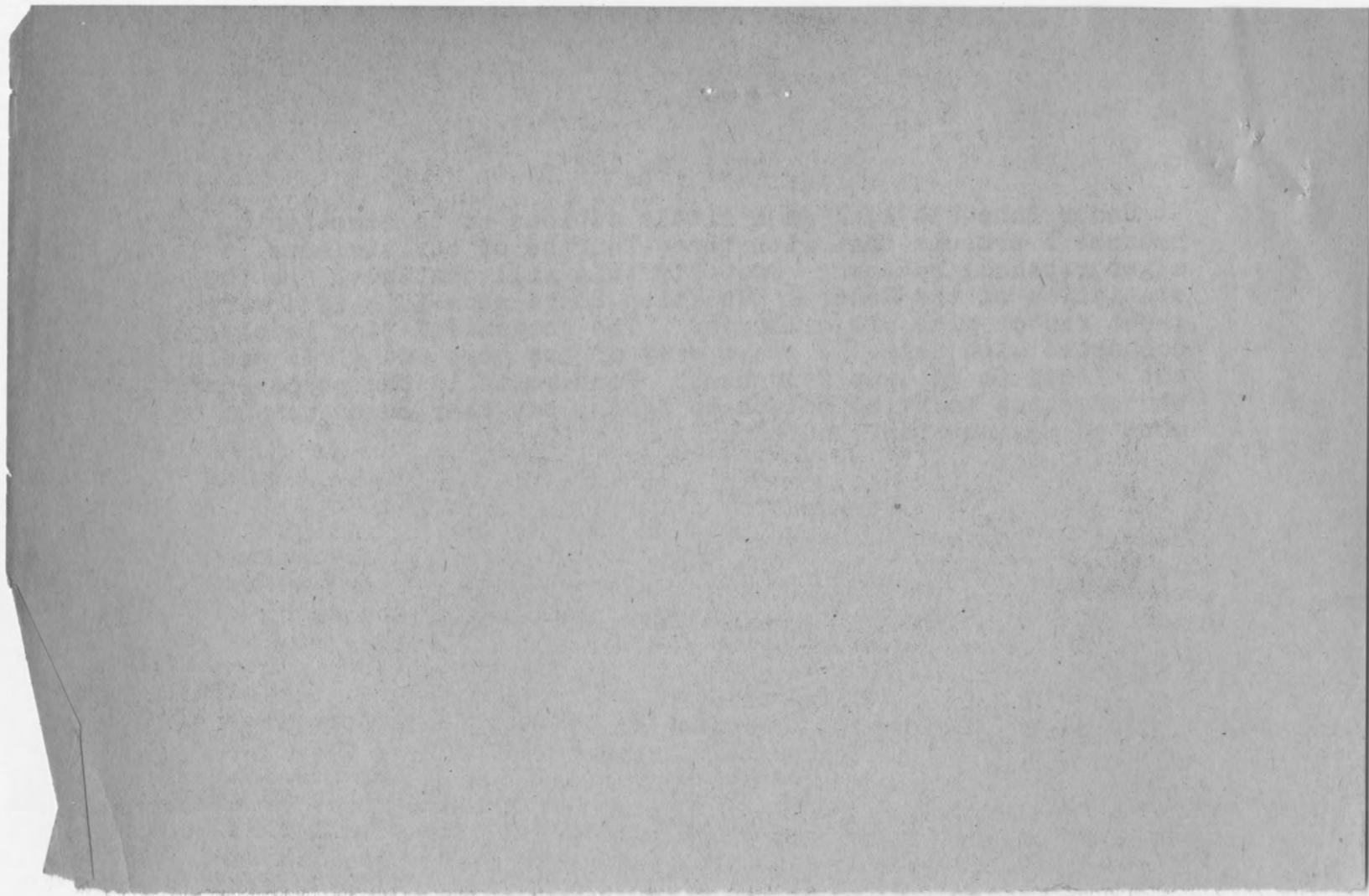
I am also somewhat in doubt as to whether the adjective "clear" is just the best one. If we were to interpret "clear" evidence in any such strict sense as it would bear in law we might be embarrassed for our estimates of students are after all in the nature of probabilities rather than certainties. I think if I were wording the paragraph, I should be inclined to phrase it,

"Students will be granted admission on the basis of evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise and such a character as will make them desirable members of the college community."



April 26, 1923

Under Schedule A, I am a little dubious as to question 6, because I presume that with three-fourths of our students it is a geographical reason. Probably this will continue. As the statistics of the General Education Board show this is a very great factor with all colleges. The economic factor is closely connected with this. A great many of our boys and girls could not afford to go away from home. Perhaps it is the purpose of the question to bring out these facts, but they ought not to be counted against the candidate.



April 26, 1923

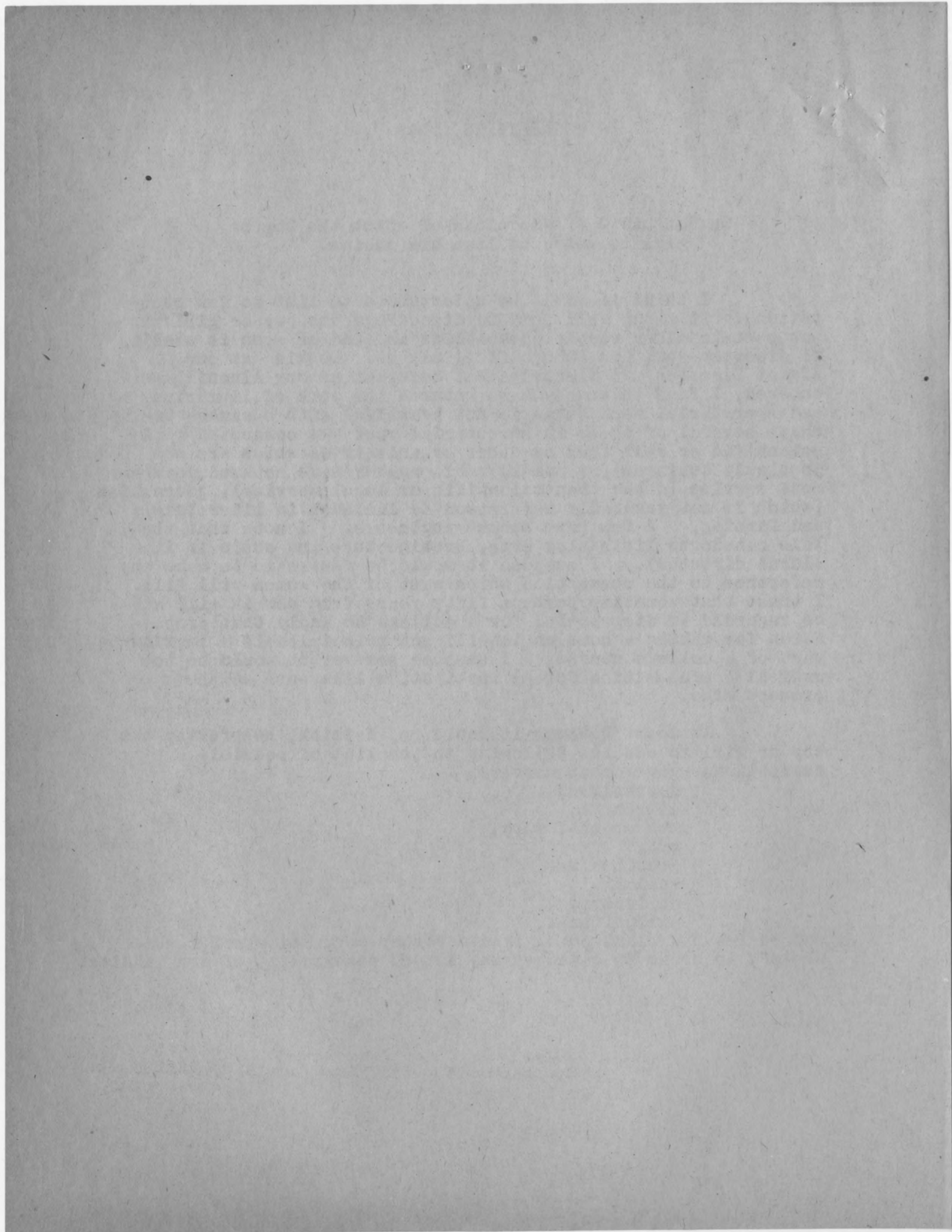
On Exhibit C of Vocations of which the boy or girl is asked to list his choice.

I think it would be unfortunate to list so few occupations. It might well tend to discourage the boy or girl who has certain other worthy occupations in mind or even is seeking to discover what his future field may be. Looking at our Alumni Directory to discover what occupations our Alumni have entered, I find that many have entered the work of librarian and secretarial work (this is not identical with business because several of those in secretarial work are connected with scientific or religious or other organizations which are not precisely business); a considerable number have entered government service (other than scientific or legal service); journalism (which is not generally understood as included in literature); and farming. A few have become engineers. I note that the Yale catalogue lists also arts, architecture and music in its Alumni directory. I suppose it would be fantastic to make any reference to the occupation which most of the women will fill. I trust that sometime perhaps fifty years from now it will not be regarded as disgraceful for a college to imply that preparation for making a home on intelligent principles is a legitimate part of a college course. I suppose however it would be too radical a proposition for an institution like ours at the present time.

At least however it would be, I think, helpful to the boy or girl to add the following to the list of possible occupations: government service,

journalism,
librarian,
secretarial work,
art,
architecture,
music,
engineering,
agricultural,

and to leave a blank space headed "Other occupation not listed above", in order to discover any latent possibility of originality.



THE ROUTINE OF SELECTIVE ADMISSIONS.

A. Preliminary papers.

1. Time of submission.

Preliminary papers are filed in the University Examiner's office at least six months before the date on which admission to the University is sought. The University Examiner will render decision within six weeks after receipt of application. Doubtful cases may be held under advisement until within ten days of the date of entrance. Later applications may be entertained by the University Examiner provided special reasons satisfactory to him are shown to exist.

2. Data required.

a. From school authorities:

- 1) Complete scholastic record to the date of application.
- 2) Evidence of personal qualities.

While it is inadvisable for the University to canvass personal qualities through the use of formal rating blanks in connection with admission, it is highly desirable that rating of such qualities be secured from school files wherever available.

- 3) Psychological test score when available.
- 4) Appraisal by the high school principal.
(See Exhibit A.)
- 5) Appraisal by teachers who know the candidate well. (See Exhibit B.)

b. From the applicant for admission: Personal history. (See Exhibit C.)

c. From the family physician: Report to the University Health Officer. (See Exhibit D.)

Note: Additional information may be required by the University Examiner or may be submitted by the applicant.

B. Final certificates.

1. A certificate of graduation from an approved

secondary school accompanied by the scholastic record for the period of school attendance not covered by the preliminary report, or a statement certifying the satisfactory passing of the entrance examinations of the University of Chicago is filed with the University Examiner at least ten days before the date on which admission is sought.

2. A certificate of examination and approval issued by the University Health Officer is filed with the University Examiner.

C. Administrative procedure.

1. All medical papers are referred to the University Health Officer for inspection and recommendation.
2. All papers are checked in the University Examiner's office on the basis of technical admission requirements.
3. Papers pass to a specially qualified officer in the University Examiner's office for preliminary selection of applicants. This officer will exclude candidates who fail to furnish evidence of the attainments required by the Faculties.
4. Papers pass next to the Dean of the College to which admission is sought.

In case it shall appear to the Dean that the previous preparation or present purpose of the applicant is not in accord with the particular purposes of the College in question, the Dean shall return such papers to the University Examiner with appropriate notation. Unless adjusted in conference between the Dean and the University Examiner, such cases are referred to the Board of Admissions.

5. The Board of Admissions has appellate jurisdiction in all cases of admission.
6. The candidate may be required to report for a personal interview and appropriate tests, the results to be made items of record.
7. All reports to the student whether upon preliminary or final papers are made by the University Examiner.

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

The Board of Trustees

OFFICE OF THE SECRETARY
ELLIS AVENUE AND FIFTY-EIGHTH STREET

336135

January 18, 1924.

President E. D. Burton,

Faculty Exchange.

Dear President Burton:

I am returning to you herewith the report on the action taken by the faculties of the colleges upon selective admission. You will recall that you permitted me to take this so that it might be inserted in the minutes.

Yours very truly,

J. S. Dickerson

Secretary.

~~Comm in busk 1924~~
JAN 21 1924

The University of Chicago
Office of the Examiner

IMPORTANT INFORMATION CONCERNING ADMISSION
FROM
SECONDARY SCHOOLS

Attention is called to changes in the regulations for admission to the Colleges of the University of Chicago.

Beginning with the Autumn of 1924, admission to the Colleges of the University will be based upon the evidence as a whole including

- 1) Fifteen units of high school work which in quantity and quality cover requirements published in detail in bulletins of information of the Colleges furnished upon application.
- 2) Character and Promise as indicated in information furnished by the student and the school.
- 3) Health Record: An acceptable health certificate.

WHEN TO MAKE APPLICATION

It is required that applications for admission to the Colleges of the University be filed in the University Examiner's Office at least six months before the date on which admission to the University is sought. Therefore, anyone planning to enter the University of Chicago in the Autumn of 1924 must file his application in the Examiner's Office not later than April 1, 1924.

HOW TO SECURE APPLICATION BLANKS

Proper application blank forms may be secured from the high school principal or by writing directly to the University Examiner, University of Chicago, Chicago, Illinois.

~~Too many
stamps?~~
~~avoid too many
a stamp-~~

Admission

The University of Chicago

Office of Vice-President and Dean
of Faculties

December 22, 1924

Miss Marion C. Lyons,
827 Ridge Avenue,
Evanston, Illinois

My dear Miss Lyons:

Your letter of December the seventh, addressed to Mr. Arnett has been brought to my attention.

Since the foundation of the University, the attitude of individuals connected with the University has not infrequently created difficult situations. At the very outset the University had the plan of entrance examinations which the High Schools of the city objected to strongly. After a few years this was abandoned, and our official relations with the High Schools have been I think highly satisfactory. At any rate it is certain that the great body of our students in the undergraduate departments come to us from Chicago High Schools, and on the other hand there must be as you suggest a great many of the teachers in both the high and the elementary schools, who have either been graduates of the University or have taken many courses. This present year there are more than ever registered in our University College in which we have made considerable improvement during the past two years by a more generous and enlightened policy.

Personally my own experience with the Hyde Park High School, where my daughter was a student for five years was very agreeable and satisfactory. Of course, some of the classes were very large and this is true of classes in the University, but my contact with the high school teachers has led me to have high respect for those whom I have known best.

The utterances which you no doubt have especially in mind are those of individuals who are in most cases not responsible for our relationship with the schools. I regret the tone of certain of the comments which have come to my notice. I do not think that they at all reflect the general opinion of those who are most competent to judge, and I am very sure that the great majority of our faculties have the friendliest feelings toward the great body of former students who are teaching in the public schools. Many of our faculty have for years conducted courses in University College at great personal inconvenience because of their direct interest in the Chicago schools and Chicago teachers.

Sincerely yours,

JHT:H

James H. Tufts

The University of Chicago

Office of the Recorder and Examiner

February 28, 1925

63

President E. D. Burton
Faculty Exchange

My dear Mr. President:-

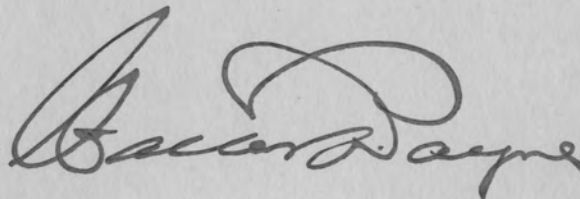
I have sent to you:

1. A statistical study made by Mr. Edward Potthoff, of this office, of the graduates of the University of Chicago, December, 1919-September, 1924, with reference to continuation in professional or graduate work here or elsewhere. These five tables are very illuminating and apparently indicate that relatively few of our own graduates outside of those going into law and medicine continue in any form of professional or graduate work here or elsewhere.

2. The new form of application for admission to the Junior Colleges, used under our selective admissions system.

I am enclosing herewith copy of a letter which I have written Mr. Arnett which contains material which you may be interested in examining on your trip and some of which would doubtless be illuminating to alumni whom you may meet.

Yours very truly,



Recorder-Examiner

WAP:M

February 24, 1925

Mr. Trevor Arnett
Faculty Exchange

My dear Trevor:-

I have been very late in replying to your request of December 23 for statistics and facts from the office of the University Recorder and Examiner which could be made in part the basis of an article on "The Business of a Great University".

It might be best to treat the functions of this office under at least three different headings:

I. Office of Admissions: (See also page 3)

Correspondence and conferences with prospective students involving frequently correspondence and conferences with secondary school, college, and university administrative officers elsewhere. Some of the general facts supplied me by the Assistant Examiner are included in the first five accompanying pages.

II. University legislative, editorial, and statistical work:

Legislative: Approximately 100 faculty and board meetings are held annually, permanent records of which are kept in the form of minutes in the office of the University Recorder. All general legislative and special actions of faculties are recorded in the minutes of these meetings.

Editorial: In addition to the University Annual Register and the President's Report there are published annually thirty-three official documents (Announcements) covering such broad fields as - general information concerning the University, announcements of the work of a particular school or college, complete program and information concerning the offerings in a particular department or group of related departments. In addition to these official documents there is published a Quarterly Time Schedule, the preparation of which involves assignment of 576 class conducted by 333 instructors in 114 different class rooms in the various University buildings. This must be done four times per year.

Statistical: Statistical records are kept and published in the Annual Report of the President showing for the University as a whole and for each of the schools and colleges of the University 1) the attendance of men and women by quarters; 2) a table of comparative attendance in the University as a whole and in each of the schools by years from 1892 to date; 3) a table showing degrees conferred by the University from

#2

1893 to date; 4) a table showing geographical distribution of students.

A record is also kept in the office of the University Recorder showing for each instructor during each quarter of the year
a) the courses given, b) student enrollment, c) hours per week.

III. The Recorder:

In the office of the University Recorder, educational records are kept which may be compared to the accounts in a commercial house. Thus with an enrollment of 13,000 there are 13,000 open accounts during each year. The keeping of these accounts involves more than 250,000 entries annually. More than 5000 of the accounts of each year are new accounts. Since the University of Chicago opened, in 1892, such accounts have been opened with 115, 127 persons. Many of these are kept open over a period of many years, and none may be said to be closed, since copies of records are not infrequently called for by students who entered the University in the early period of its history. An account with each of these students includes entries of such facts as date and place of birth, parentage, facts of previous education, records of courses taken in the University and grade made in each, the facts of graduation, etc.

There are also involved the preparation of 1500 diplomas each year, each calling for, after having been properly engrossed and prepared, signatures of five or more University officials.

Transcripts of records, for use elsewhere, are supplied annually to approximately 7000 students.

I shall be glad to supply any other facts which you think would be of assistance, or to sift this material and get it into such form as may render it of greatest service to you.

Yours very truly,

Recorder-Examiner

WAP:M

Page 3.

Office of Admissions:

Approximately 41,450 letters are written each year in response to inquiries concerning admission to the University. The inquiries include approximately 19,700 requests for catalogs and general information, 6000 requests for specific information in regard to courses, rooms, and fees, 15,000 requests for evaluation of credentials, 500 direct inquiries from students in foreign countries, 500 inquiries from other institutions in regard to policy and procedure.

The number of personal interviews during a year is estimated to be 22,500. Intimate relations are maintained with approximately 466 co-operating high schools through correspondence, annual conferences, and prize scholarship examinations. Three hundred students from the senior classes of 52 high schools participated in May, 1924, in prize scholarship examinations, resulting in the award of eleven scholarships covering tuition for the freshman year.

Credentials are evaluated in the office of the University Examiner approximately as follows:

- 1500 from high school graduates
- 3000 from undergraduate students transferring from other colleges
- 3000 from graduate students seeking estimates of the requirement for higher degrees.

The University of Chicago

Office of the Recorder and Examiner

February 27 1925.

Mr. W. E. Scott
Faculty Exchange

Dear Mr. Scott:
Will you please call the
attention of President
Burton to the enclosed?

Sincerely yours,

Walter A. Payne.

Recorder and Examiner

STUDY OF UNIVERSITY OF CHICAGO GRADUATES.

By Edward Potthoff, Assistant to the University Examiner and Recorder

This study includes all students graduating between December, 1912 and September, 1924. The record cards in the Alumni Office were used to secure the data desired.

Table 1.

Number of Students	No.	%
(a) taking graduate or professional work at U of C	580	13.67
(b) " " " " " elsewhere	106	2.50
(c) not " " " "	3557	83.83
Total	4243	100

Table 2.

Number of students going on to graduate or professional work	No.	%	No.	%
(a) At University of Chicago				
(1) who received advanced degrees	422	72.76		
(2) " " no " "	158	27.24		
Total		100	580	84.55
(b) Elsewhere				
(1) who received advanced degrees	22	20.75		
(2) " " no " "	84	79.25		
Total		100	106	15.45
(c) At (a) and (b) combined				
(1) who received advanced degrees	444	64.72		
(2) " " no " "	242	35.28		
Total		100	686	100

STUDY OF UNIVERSITY OF CHICAGO GRADUATES, Cont.

Table 3.

Graduate Degrees received at Chicago	No.	%
Ph. D.	21	4.98
M.D.	162	38.39
J.D.	89	23.46
M.A.	91	21.56
M.S.	45	10.68
B.B.	3	.71
L.L.B.	1	.24
Total	422	100

Table 4.

Number of Graduates Who Took Graduate or Professional Work at Various Institutions.

Institution	Students Going There	
	No.	%
Chicago	580	84.55
Harvard	28	4.08
Columbia	11	1.60
Illinois	5	.73
Northwestern Univ.	4	.58
Chicago Normal	3	.44
Michigan	3	.44
Wisconsin	3	.44
Carnegie Tech.	2	.29
Iowa	2	.29
Toulouse	2	.29
All other schools (one student to each, as far as known)	43	6.27
Total	686	100.00

Table 5

Undergraduate Sequences and Graduate Department of U of C Students Who Graduated between Dec. 1919 and Sept. 1924 and Who Went on to Graduate or Professional Work Here

Under-graduate Sequence	Graduate Department																					
	Botany	Chemistry	C & A	Divinity	Education	English	Geography	Geology	German	Grk. & Lat.	History	Home Econ.	Law	Math.	Medicine	Philosophy	Physics	Physiol.	Poly Econ.	Romance	Sci.-biol.	pol.
Anatomy															1							
Botany	6	1																			1	
Chemistry		23						1							3		1					
C & A			9										1				1					1
Divinity			1	12																		
Education			1		13						1	3	1						1			
English						11	1									1			1	1		
French																				4		
Geography							2															
Geology								8					1									
German									1													
Grk & Latin				1						2			1								1	
History				1							13		2									1
Home Econ.																						
Law													90									
Math.														5			1					
" & phys.					1								1									
Medicine															262						1	
Philos.				1									1			1					1	
Physics															1		3					
Poly Econ.		1	5										3						5			
Psychol.					1																	
Romance																				5		
Sci-biol							1						1					2			6	
pol.													2									
Social			3	1							1		12						1		1	
Sociology				1							2											2
Zoology								1					1									
Total	6	25	19	17	15	11	4	10	1	2	17	3	117	5	267	2	6	2	7	9	10	4
Percent	1.0	4.3	3.3	2.9	2.6	1.9	.7	1.7	.2	.3	2.9	.5	20.3	.8	46.2	.3	1.0	.3	1.2	1.6	1.7	.7

MODIFIED REQUIREMENTS FOR ADMISSION

To The

UNIVERSITY OF CHICAGO

A record of the admission requirements of American colleges showing the changes in method and in subject matter which have been introduced from time to time supplies an essential background for a study of college curricula. This is no less true in the University of Chicago than in the older institutions.

When the University of Chicago opened its doors in 1892, qualifications for admission to college were determined by the older privately endowed institutions in the East by formal entrance examinations in a restricted group of subjects which the student was required to continue in college. In the state universities in the Middle West, the subjects required for admission were almost as definitely prescribed as in the case of the Eastern colleges. To an appreciable extent, however, the colleges and universities were accepting the certificates of secondary schools as evidence of the adequacy of the preparation of their graduates for admission to college. The University of Chicago decided to follow the policy of the older institutions in the East, and we find in the earliest publications of the University announcement that students would be admitted to college on passing entrance examinations in subjects selected from one of a number of different groups. The two groups standing at the extremes were: group

Group A:(in which the Classics predominate)
Examinations required in Greek, Latin, History, English, Mathematics, Elementary German or French, and Science.

Group F:(containing the least of the classical)
Examinations required in Advanced German, Latin, History, English, Mathematics, Advanced French, and Science.

Latin appears in every one of the six different groups.

In the minutes of the Faculty of Arts, Literature, and Science of April 20, 1893, in which these groups were modified somewhat, we find the University Examiner directed to arrange to conduct examinations for admission in June, 1893, in the following places in addition to Chicago:

Boston, Springfield, (Massachusetts) New York, Buffalo, Pittsburgh, Cleveland, Detroit, Indianapolis, Louisville, St. Louis, St. Paul, Omaha, Denver, San Francisco, and Portland.

It early became apparent, however, that the constituency of the Colleges of the University of Chicago was to be found primarily and in increasing degree in the graduates of the rapidly developing public high schools of the Middle West, particularly of Chicago and vicinity. The University, therefore, as a result of study of the situation in the secondary schools and of the curricula in the Colleges, established an intimate relation of co-operation with a limited number of secondary schools whose graduates were in turn admitted to the Colleges of the University by certificate. However, in the early days of the certificate system there was no material modification in the subject matter requirements.

The next stage in the development of the admission requirements of the Colleges of the University resulted from a frank recognition of the fact that the public secondary schools of the Middle West do not exist primarily for the purpose of preparing students for admission to college, and that their curricula are organized with other ends in view, and hence that a college which based its admission requirements on preparation in a rigidly prescribed group of subjects must either admit students with a large number of conditions or have a very small group of students prepared in a few private schools. The University of Chicago decided to broaden its admission requirements by adding to the list of electives which might be offered for admission - many subjects which were pursued by students following the well organized curricula of the public schools but not hitherto accepted as college entrance subjects. In these modified requirements, however, it was insisted that there should be included certain designated subjects - English, History, Mathematics, and one or more foreign languages.

Throughout the first twenty years of the history of the University, special committees of the Faculties were constantly studying the problem of requirements for entrance and graduation. Accordingly, in 1911, the Faculties adopted new entrance requirements drawn with the intention of giving the preparatory schools the largest possible liberty in formulating their curricula compatible with the successful continuation of the training of their graduates by the University. In place of the old definite specifications of so much of this subject and so much of that, the schools were given freedom to select within wide limits the subjects they were to teach, the University on the other hand requiring that they give to their graduates seeking admission to college enough of those topics to assure a reasonable measure of concentration and continuation in their work so that when coming to the University, they would have a solid foundation on which to build. English was the only subject specifically required of every student admitted. Under these new requirements, any student having completed with a creditable record a well organized curriculum in a standard secondary school was eligible for admission to college.

The next significant modification of the entrance requirements of the University of Chicago resulted from a comparative study of the records of students in the secondary schools and in the first year of college. It was found that approximately 9/10 of the students who fail in the first year of college were in the group who barely succeeded in passing the requirements for graduation from the secondary schools, and that in rare instances only did one who graduated from the secondary school under those conditions make a satisfactory record in college. The result was that the Faculties, in 1912, adopted a regulation which has become known as the "qualitative standard", which automatically excludes students who graduate from the secondary schools with a low record.

With all of these modifications, an appreciable number of students were failing in college subjects, many of them making records so unsatisfactory that automatic dismissal for poor work resulted. A study made of the records of 57,891 freshmen admitted to 107 standard colleges and universities in the year 1920-21 reveals that 18,570, or 32 percent of these students remained one year or less in the institutions which they entered as freshmen. In the absence of accurate data showing the number of these students who withdrew from college with satisfactory records for the purpose of entering elsewhere or for other good reason, it was estimated that 20 percent, or 11,578, were "lost on account of partial or absolute failure in studies."

Of the freshmen students admitted to the Colleges of the University in the year 1922-23, 14-4/10 per cent were dismissed on account of poor work within the five quarters after first registration. An additional 8 per cent withdrew while on probation because of poor scholarship. After a study of these and other pertinent facts a committee of the Faculties, after devoting much time to a study of the question, recommended the adoption of a system of selective admissions. It recommended that the scholastic requirements remain unmodified but that additional evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise, and of such personal characteristics as would make a candidate a desirable member of a college community should be sought from school and other authorities. Each application for admission was to be accompanied by an acceptable health certificate. These modified admission requirements were approved by the Faculties of the Colleges in October, 1923, effective from October 1, 1924. A series of forms, adopted for the purpose of gaining this information, were tried out in the 1922-23. In making his application, the student himself gives information which, in the judgment of those who devised the forms, afforded a basis for prediction of success or failure in college. The Faculties definitely say that "The intent is that selection shall be made on the evidence as a whole, and not merely upon the fulfillment of formal details of requirements." This being done, it is believed that it should be possible to discover in advance an appreciable number of those included in the percentage of failures.

However, the information sought does not serve solely or primarily as a basis of determining who shall or who shall not go to college, but it is of far greater significance as a means of introducing an accepted candidate to his dean as an individual with personal characteristics and powers, the development and direction of which will definitely influence his chances of success. In other words, it has hoped that the individual will not have to be discovered anew because he has transferred from one school community to another. Advised and directed in the light of these activities, with his history, hopes, plans, and personal qualities, each student not only the mediocre but to a greater extent, the good and superior, will achieve better results than is possible without this systematic guidance.

This is not a plan to reduce numbers, nor to reduce the burdens of University officers of instruction and administration. Its purpose is to produce a superior student body. The President of the University has recently said:

"We shall set no arbitrary limits to our expansion, either in respect to the number of our students or of our departments of work, but we have absolutely foresworn all ambition for bigness Our deepest interest will always be in men."

"Mass education" will give way to "intimate education". The University is committed to the policy of more detailed attention to individual needs, and has doubled the number of deans in the Colleges - student advisers - in order that each student may receive individual attention and be advised according to his own needs, qualities, and interests, in so far as these are consistent with the aims and methods of the Colleges of the University.

The year 1923-24 shows a marked decline in the percentage of freshman students dismissed for poor work. This is no doubt due to an appreciable extent to the more intimate acquaintance of the deans with the students' purposes and needs, included in the data collected at the time of admission. The forms in use and the sources from which information concerning the students is sought will be altered according to experience, and changes made which it is hoped will produce better results from year to year.

The University of Chicago

APPLICATION FOR ADMISSION TO THE JUNIOR COLLEGES

FORM A

To be filled out by the applicant in his own handwriting (not typewritten) and filed in the office of the University Examiner, The University of Chicago, Chicago, Illinois, *at least six months* before the date on which admission is sought.

NOTE.—Be sure to read page 10 before beginning to fill out the blank.

Date _____ 19____

1. Name in full _____
First Name Middle Name Last Name

2. Home address: Street and number _____
 Town _____ State _____

3. (a) High school _____ (b) City _____
 (c) Date of graduation _____ (d) High-school course pursued _____

4. Place of birth _____ Date of birth _____

5a. (1) Father's name in full: _____ (2) Living or deceased? _____ (3) Occupation? _____ (4) Nationality? _____ (5) Where born? _____ If foreign born, is he naturalized? _____ (6) College graduate? _____ (7) What college and class? _____	5b. (1) Mother's name in full: _____ (2) Living or deceased? _____ (3) Occupation before marriage? _____ (4) Nationality? _____ (5) Where born? _____ (6) College graduate? _____ (7) What college and class? _____
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6. How many children in your family older than yourself? _____ Younger? _____

7. Of what church or other religious organization, if any, are you a member? _____

8. (a) In what ways, if any, have you contributed toward your own support while preparing for college? _____

(b) Number of hours per day spent in such employment _____

(Do not write in this space)

9. (a) State fully from what source or sources you expect to derive financial support while in college? _____

(b) If support is dependent upon a loan, is the loan already negotiated? _____

(c) Check thus (X) the amount of time you expect to give to outside employment during the coming year: None (). One or two hours per day (). More than two hours per day (). Have you a definite promise of such employment? _____

Indicate nature of employment obtained or desired _____

10. Give names and home addresses of:

(a) Your room teacher or adviser _____

(b) One other high-school teacher who knows you well _____

11. Give names and home addresses of three high-school teachers with whom you worked during your Senior year: _____

12. (a) Did you in high school receive any term grades of failure or condition? if so, list (1) the subjects, (2) the causes, and (3) in what year taken _____

(b) What special recognition, if any, have you received for excellence in school work, such as honors, prizes, or scholarships? _____

(c) What subjects interested you most? _____

13. Have you taken college entrance examinations? _____ When? _____

For admission to what institution? _____

With what results? _____

14. What is your purpose in seeking admission to the University of Chicago? _____

15. (a) Underline the college in which you plan to register. (See explanation of "Colleges and Curricula" on page 10 before answering this question.)

College of Arts, College of Literature, College of Science, College of Science (Premedical), College of Education, College of Commerce and Administration.

(b) When do you expect to enter _____ 192_____

16. Do you plan to complete a full four-year course in the University of Chicago? _____

If not, what are your plans? _____

17. (a) What business or profession do you plan to enter after graduation from college? _____

Why have you chosen this profession? _____

(b) If undecided, give present preferences (three) in order of choice:

1st _____ 2nd _____ 3rd _____

18. What are your favorite amusements? _____

19. How have your recent vacation periods been spent? _____

20. List in order of your preference the student activities in which you have participated: _____

21. What special recognition, if any, have you received for excellence in student activities, such as representing your school in interscholastic contests, editorships, public appearance, holding responsible office in student organizations, or the like? _____

22. List the titles of as many books as you can recall having read during the past year outside of school requirements: _____

23. What magazines and newspapers do you regularly read? _____

24. Of all the things you have accomplished either in or out of school, which have given you the greatest personal satisfaction? _____

(this question)

25. In the space below and on the next page, write in 200 to 250 words a story of your life.

FORM A

(to be filled out by applicant)

In addition to submitting your information (with the judgment of teachers and others) is desired concerning the candidate's intellectual interests and his probable response to the University's demands. The University desires particularly to know: (1) whether or not the candidate has acquired an interest or interest in intellectual matters sufficient to induce him to spend leisure time in reading, (2) whether or not he has acquired a serious and somewhat definite purpose as distinguished from the mere pleasure in reading, and (3) whether or not he has acquired a serious interest in the study of the history of the world.

The candidate may be interested in history, philosophy, or science, or in other fields of study. It is not sufficient to say that he is interested in history, or in philosophy, or in science, or in other fields of study. He must show that he has acquired a serious and somewhat definite purpose as distinguished from the mere pleasure in reading, and that he has acquired a serious interest in the study of the history of the world.

How often during the last two years has it been necessary to show the candidate's interest in his studies? Check the (✓) one of the following: frequently, occasionally, not at all.

Are there any special considerations that may, in your judgment, hinder or help the college work of the candidate? If so, what? _____

(After filling out the above deliver to the principal of the school)

FORM B

REPORT ON APPLICANT

(by a teacher who knows the applicant well)

In addition to scholastic records, information (with the judgment of teachers and others) is desired concerning the candidate's intellectual interests and his probable seriousness of purpose. The University desires particularly to know (1) whether or not the candidate has acquired an interest or interests of an intellectual nature sufficient to induce him to spend thereon a part of his spare time; (2) whether or not he has acquired a serious and somewhat definite purpose, as distinguished from the mere intention to have a good time and conform to the University requirements; (3) whether or not he has acquired capacity for study, independent of the constant guidance and stimulus of the teacher.

The candidate may for instance have acquired such an interest in physics or chemistry that he has spent much time on substantial work in the laboratory; or he may have read widely in history, English literature, or French—far beyond the requirements of the courses; or he may have shown distinct capacity in school dramatics, or debating, or writing for the school paper. These and many other similar features of the school career are considered valuable evidence, supplementary to the student's record in his required classroom work. *You will therefore render a service to the candidate as well as to the University by writing a full and frank statement along the lines suggested.* Whatever information is received will be accessible to administrative officers only.

1. How often during his last two years has it been necessary to admonish the candidate to greater application to his studies? Check thus (✓) one of the following: frequently _____; occasionally _____; not at all _____.

2. Are there any special considerations that may, in your judgment, hinder or help the college work of the candidate? If so, what? _____

3. Please indicate thus (X), with reference to each of the points enumerated, your most careful estimate of the applicant as compared with the other members of his class. If the class is small, or for any other reason does not fairly typify high-school graduating classes in general, make comparison with the general run of high-school graduating classes as you have known them.

	Highest Third	Middle Third	Lowest Third
(a) Interest in and application to studies			
(b) Capacity for effective study			
(c) Participation in student activities			
(d) Leadership			
(e) Originality and independence of thought in school work			
(f) Social adaptability			
(g) Seriousness and definiteness of purpose			

4. Supplementary information along the lines (1), (2), and (3) suggested in the introductory paragraphs above.

[Signed] _____

Date _____

[Position] _____

(After filling out the above deliver to the principal, not to the student)

FORM C

PRINCIPAL'S REPORT

SUPPLEMENTING STATEMENTS MADE IN FORMS A AND B

(to be filled out by the principal or a teacher designated by him)

1. In what ways and to what extent has the candidate been influential among his school fellows?

2. What is your opinion of the candidate as a wholesome and desirable member of a school community?

Frank statements along the lines (1), (2), and (3) suggested in the introductory paragraphs of Form B (on the preceding page) supplementary to those made on previous forms are solicited. Reference may be made, if desired, to these forms, e.g., Form A, 12, if you wish to comment on failures.

[Signed]

Principal

_High School

Date_____

(To be mailed directly to the University Examiner when this and the succeeding page are filled out)

CERTIFICATE OF RECOMMENDATION

This is to certify that

Give name in full

of

Number and Street

City

State

will probably graduate
was graduated

from the

High School of

on _____, 19____, has completed the work shown in detail below, and is *hereby recommended for admission without examination* to the Junior Colleges of The University of Chicago.

Date of birth _____ 19____. Entered this school _____ 19____. He is in the ^{upper} ~~middle~~ third of his class

Date _____ 19__

Principa

MENTAL TESTS	NAME OF TEST	DATE ADMINISTERED	POINT SCORE	I.Q.	PERCENTILE STANDING IN GRADE GROUP

[illegible]

Passing Grade in School _____ Grade required for Recommendation to College _____ Length of Recitation Period _____

Mark (L) any subjects occupying double periods. Specify by (PG) any subjects taken subsequent to graduation.

Please do not write in this space

[illegible]

Please fill out the blank completely.

The principal should send this recommendation *directly* to the University Examiner, not to the applicant.

The above-mentioned student is admitted to the University of Chicago_____ 10

CERTIFICATE SUMMARY OF DATA

(This page will be filled out entirely by University officials)

A. Scholarship (3c) (12) (Ave.) (Eng. Ave.) (I.Q.)

B. Personal Record (4-age) (5) (19) (21) (22) (23)

C. Health Record

Physician's recommendation

D. Plans for college work (9a) (9c) (15) (17)

Remarks:

DIRECTIONS TO THE APPLICANT

1. Fill out Form A *fully* (pp. 1-5) in your own handwriting (not typewritten) and deliver to your principal with request that he have the attached forms filled out, and forward all to the University Examiner.
2. Submit Form D to your family physician for him to fill out and mail to the University Health Officer.
3. Fill out the tentative application card and mail *at once* to the University Examiner.

NOTE—A supplementary blank will be sent to the principal for a final report of your record, at the time of your graduation. If a graduate at the time of making application, no supplementary blank will be required.

ADMISSION REQUIREMENTS

A. SCHOLARSHIP RECORD

I. Subject Requirements

Admission credits are reckoned in units. A unit is a course of study comprising not less than 120 sixty-minute hours of prepared work. Two hours of laboratory work are regarded as the equivalent of one hour of prepared work.

A student seeking admission to any college of the University of Chicago as a candidate for a Bachelor's degree should present by certificate from an approved school, or by examination, 15 units of entrance credit. These must include:

1. Three units of English
2. Three or more units as a principal sequence selected from one of the following groups:
 - a) Greek
 - b) Latin
 - c) A Modern Language, other than English
 - d) History, Civics, Economics, Commercial Geography, Commercial Law
 - e) Mathematics
 - f) Physics, Chemistry, Botany, Zoölogy, General Biology, General Science, Physiology, Physiography, Geology, Astronomy
3. Two or more units as a secondary sequence selected from a second group listed under 2
4. Two (or less) units in subjects selected from any of the groups listed under 2
[Total 10 units in English and groups a-f]
5. Five units may be selected from any second-

ary-school subjects accepted by an approved school for its diploma

To form a language group the units must be all in one language. In other groups any combination of subjects may be made. Credit is not given for less than 1 unit each in Algebra, Plane Geometry, Physics, Chemistry, or a language. In Latin 2 units must be offered if the subject is to be continued in college.

Of the 15 units offered for entrance at least 7 must be selected from the subjects in groups a-f. Not less than $\frac{1}{2}$ unit may be offered in any subject.

Entrance with conditions is not permitted.

II. Average Grade Requirement

An average grade in academic subjects (English and groups a-f—see above) higher than the passing mark of the school by 25 per cent of the difference between the passing mark and 100 is required.

Certificates.—Certificates in proper form are accepted from all co-operating schools; from schools accredited by the North Central Association of Schools and Colleges, or the New England College Certificate Board; from the College Entrance Examination Board; from the Board of Regents of the University of the State of New York for the College Entrance Diploma.

Other certificates, when accompanied by special recommendations, may be accepted tentatively, and the applicant admitted on probation.

All credentials should be submitted and inquiry made by mail before the applicant appears in person for admission.

The Board of Admissions does not regard it as proper for schools to certify to the University as admission units any credit gained otherwise than through the successful completion of regular class work organized under the direct supervision of an accredited secondary school without a full explanation of the conditions under which the work was done and the character of the tests applied to determine the adequacy of the instruction. The University reserves the right to examine the student in each subject in which adequate guaranties are not presented that the credit recommended represents the full equivalent of regular classroom instruction.

B. PERSONAL RECORD

Satisfactory evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise, and such personal characteristics as will make the candidate a desirable member of the college community is required.

C. HEALTH RECORD

An acceptable health certificate is required. Vaccination against smallpox is obligatory. If a student does not present a certificate of successful vaccination, University medical officers will vaccinate without charge. All admission certificates are tentative, pending report of medical examination by the University Health Officer.

THE COLLEGES AND THE CURRICULA

Students, before entering the University of Chicago, select the College of the University in which they may best carry out their principal interest and purpose and at the time of entrance register with the appropriate Dean. It is expected that the principal sequence (9 majors in related, progressive courses) will be taken in this College. With the advice of their Dean, students choose their electives in the different departments of the various Colleges.

A. THE COLLEGES

The College of Arts, leading to degree of A.B.

The College of Literature, leading to degree of Ph.B.

The College of Science, leading to degree of S.B. (Premedical and other Science Courses.)

The College of Education, leading to the degree of A.B., Ph.B., or S.B. (in Education).

The College of Commerce and Administration, leading to degree of Ph.B.

Each of these Colleges (with respect to its work) is divided into a *Junior College* and a *Senior College*. The former includes the first half of the curriculum, ordinarily known as the work of the Freshman and Sophomore classes,

and the latter the second half, ordinarily known as the work of the Junior and Senior classes.

B. THE CURRICULA

For a complete list of the departments of the Colleges, together with a description of the courses offered in each, students should consult the appropriate *Announcements* referred to below.

Arts: The A.B. degree requires a total (including both preparatory and college work) of 11 majors of Latin and 9 majors of Greek (or 7 if all are taken in the University). One unit of preparatory work is counted as the equivalent of two majors. The first two years of Latin are not offered by the University of Chicago, but beginning courses in Greek are given.

Literature: The Ph.B. degree requires a principal sequence of 9 majors in the departments of Philosophy, Social Sciences, Art, Language, Literature, or Mathematics.

Science: The S.B. degree requires a principal sequence of 9 majors in Mathematics, Science, or Home Economics.

For information concerning the courses offered in the above Colleges and departments, see the *Announcements* of the Colleges of Arts, Litera-

ture, and Science.

NOTE.—Students who plan to teach in high schools such subjects as History, Foreign Languages, Sciences, Mathematics, or English should register in the Colleges of Arts, Literature, and Science, taking their principal sequences in those departments of the University in which their special interests lie. It is very important that such students include in their undergraduate work at least 5 majors (15 semester hours) of Education.

Education: The curricula in this College offer work in (1) Education, (2) Home Economics Education, (3) Art Education, (4) Industrial Education, and (5) Kindergarten-Primary Education. For those planning to teach Arts, Literature, and Science subjects in high schools, see the foregoing "Note." For information, see the *Announcements* of the School of Education.

Commerce and Administration: The work of this College falls into four divisions, accommodating those preparing for (1) Business; (2) Meat packing; (3) Business teaching; and (4) Secretarial work. For information, see the *Announcements* of the College of Commerce and Administration.