E 7

November 15, 1924.

Mr. George F. Zook,
Commissioner of Education,
Washington, D. C.

My dear Mr. Zook:

I am very sorry to have been so long delayed in answering your interesting letter of October 23rd.

The University is, as you may have noticed, actively preparing for a great financial effort, and my days are unusually occupied.

I have, however, found time to read the paper which accompanied your letter, and I found it very stimulating and helpful to myself. I should be very glad if there were opportunity for somewhat extended conversation. But that being impossible, I shall try to set down rather briefly the suggestions that occur to me on reading this paper.

In its main contention it seems to me to be thoroughly sound. My questions arise mainly at two points.

First I raise the question whether a college of 500 students furnishes a small enough unit for effective contact between students, and between students and faculty, which is desirable and most effective educationally. Our own experience at the University of Chicago, especially in our women's halls, leads me to raise the question whether it would not be wiser to add to your proposal the further suggestion that each college should be subdivided into halls of perhaps 125 students,

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and that each hall then be organized and conducted as a distinct part of the educational plan.

In our women's halls we have from 50 to 75 residents under the headship of a woman who is also a member of the faculty. The house is organized after the fashion of a club, and though the University fills the rooms by application from students desiring to reside in these halls, each resident is on probation for three months, and remains longer only by election to membership in the house by the members themselves. This arrangement has now for 30 years been in my judgment one of the most valuable features of our University life. We have never been able to do quite so well in the men's halls. But I know no intrinsic reason why we should not do just as well if we gave sufficient attention to finding or developing men who are fitted for this particular task of headship of a house.

Stimulated by your paper, I recently worked out a tentative plan for our own colleges after the following fashion.

"It is proposed that there shall be 6 halls for men of the Arts, Literature and Science College, and 6 halls for women. Each of the men's halls shall contain roughly speaking 32 senior college students, 48 junior college students, 40 graduate students--120 inaall. To each hall there shall be attached as non-resident members, having the privileges of the hall in the daytime, 80 students residing at their own homes. The membership of each house will then consist of 160 college students and 40 graduate students.

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students and 40 graduate students.

Each of the 6 women's halls should contain 45 senior college women, 65 junior college women, 10 graduate women, and should have attached to them as non-resident members 110 college women living in their own homes.

It is proposed that there shall be 3 Arts. Literature and Science Colleges for men, each to consist of the undergraduate men, resident and non-resident of two colleges, and one-third of the men residing in fraternity houses. This would constitute a college membership in each college of ~~480~~ 400 to ~~500~~ 420 men.

It is proposed that there shall be 3 Arts, Literature and Science colleges for women, each to consist of the undergraduate women, resident and non-resident of two colleges,

making a membership of about 440 women.

It is further proposed that each college shall have a Dean and a Faculty (or Council) who shall administer the college with a large measure of freedom as to its specific methods and regulations, but that students be not restricted to taking courses exclusively in their own college."

These figures are, of course, based on our own present registration and distribution of our students in their homes and lodgings.

It is proposed that there also be two houses for our already organized School of Commerce and Administration, and one for our already organized College of Education.

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It is proposed that there also be two houses for our already organized School of Commerce and Administration, and one for our already organized College of Education.

The establishment of these halls and colleges together with the 13 halls that we now have would provide residence in halls and membership in colleges of ~~approximately 500~~ 400 to 450 each for all our undergraduates except that in the case of students living in their own homes the membership in the halls would be non-resident, and that our 32 fraternities would continue as heretofore to provide residence for a considerable number of students. It is also part of my thought, and indeed we have already begun to develop things in this direction, gradually to convert our fraternities into University halls.

In the Cleveland situation matters would be much simplified. But the essence of my suggestion is that for the best educational results which we are seeking to achieve through the small college the group of 500 must be broken up into small groups for closer contact.

My second question pertains to the physical arrangement of residence ~~in~~ and educational buildings. But it ~~is~~ has also an important educational implication. Our plan is that for all the colleges of Arts, Literature and Science there should be a common educational Quadrangle as you perhaps thought there should be for the laboratories. I should feel that for us, who would have if we should carry out this plan, not less than 8 colleges immediately , it would be very uneconomical, and of doubtful utility educationally to develop educational buildings for each college separately.

The establishment of these halls and colleges together with the 13 halls that we now have would provide residence in halls and membership in colleges of approximately 800 each for all our undergraduates except that in the case of students living in their own homes the membership in the halls would be non-resident, and that our 32 fraternities would continue as heretofore to provide residence for a considerable number of students. It is also part of my thought, and indeed we have already begun to develop things in this direction, gradually to convert our fraternities into University halls.

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My proposal, therefore, is to take a block of land on the south side of the Midway, which we already own, for the educational buildings of the colleges of Arts, Literature and Science, and to build the women's houses on the blocks east of this central educational quadrangle, and the men's houses on the west. I realize that the identity and separateness of the college is to a certain extent lost in this arrangement, and I do not know that at Cleveland it would be desirable to follow that thought. I raise the question, however, whether it is not quite possible that within 15 years they will have not less than 5 or 6 colleges; and whether with that possibility in view it might be wiser to limit the distinctly college buildings of each college to residential halls. Only in this case it should be distinctly understood that these halls are not dormitories, and personally I would prohibit the use of that word in connection with them. But substantially what the Oxford colleges have at certain past periods of their history been, and what, if I mistake not, they are now pretty largely becoming again, If I am rightly informed. While each college has its group of Dons resident in the college, students of ~~other~~ all the colleges are free to elect courses in any college, in their own or any other. My plan is not exactly to reproduce that situation, but limiting the membership in each hall to about 120 residents and 80 non-residents, to place 3 such colleges in a Quadrangle and then to bring all the colleges together on another Quadrangle for their classroom work. In each hall I would have dining-room, common

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rooms, and reading rooms, with a possible exception that the reading room might serve for the whole Quadrangle. But these reading rooms would in any case serve not the purpose which a University or college library serves, but that which the library in one's own home meets.

I apologize for the length of this letter , but the matter with which your paper deals interests me very much, and is moreover one of which I am under the necessity very soon of preparing a statement for publication. I should very much appreciate any comments which you are disposed to make from the point of view of Cleveland or Chicago.

In accordance with your request I am returning you the paper, but I should greatly appreciate it if you could spare me a copy for use in the preparation of material on which I am now working. I should, of course, not quote from it without your permission.

Very truly yours,

E. D. Burton

EDB:CB

I should perhaps have explained that I am including a number of graduates in each house, because our experience seems to show that it is a good arrangement to have older and younger students in the residence halls. They would be members of the house but not of the college. They would often be alumni of the college staying on for graduate work.

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DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION

ADDRESS ONLY
THE COMMISSIONER OF EDUCATION

WASHINGTON

October 23, 1924.

President E. D. Burton,
University of Chicago,
Chicago, Illinois.

Dear President Burton:

From time to time I have noticed the interest which you have taken in the possibility of establishing within large urban universities a number of small liberal arts college units. The idea seems to me to be attractive and offers a possible solution of some of the difficulties of liberal arts education today.

Small college units as a solution for the difficulties of Western Reserve University have been presented to a survey commission which, during the last four or five months, has been studying the situation in Cleveland, Ohio. As director of the survey, I asked President R. M. Hughes, of Miami University, to make the study relative to liberal arts education. He had the assistance and advice of Chancellor Capen, of Buffalo University. At the same time I also contributed to that portion of the study somewhat.

At the last meeting of the survey commission we had quite extended discussion of the chapter on liberal arts and sciences. Several of the other members of the survey commission differed rather radically from this solution of the problem. I am not exactly sure as to the way in which we shall attempt to compromise on this part of the report. However, in view of your interest in this kind of thing, I am venturing to send to you a copy of the chapter in its present form in order that you may give us the benefit of your criticism, in case you have the time to do so.

I shall certainly appreciate very much your looking over this chapter and sending to us any criticisms or suggestions that you care to make. If you find it convenient to return the chapter, with your suggestions, during the next week, kindly

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GUSTAVE T. ROCK,
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Inclosure.

Fu6

JAN 18 1924

ADMINISTRATION OF HIGHER EDUCATION

There is need of systematic studies of the problems of college and university administration. Such studies should deal with the following topics:

(A) Finance, budget-making, unit costs, handling of securities, etc.

(B) College records, duties of registrars and recorders, statistical methods of studying records, studies of relations with high schools, electives taken by various classes of students, etc.

(C) Duties of Deans and other officers in charge of students, advice to be given students of various grades of intelligence and of various prospective callings, program-making, college discipline.

(D) Faculty organization, curriculum needs, and other problems which belong to the office of the president.

Studies of this type mmust be conducted by persons who are charged with the special duty of collecting material. It is probable that some of the early courses ought to be given by men of sufficient note to make the courses dignified from the start, but since definite concrete material is lacking for such courses, the inauguration of the work calls for collectors of material.

It is recommended that funds be secured for two men of the salary rank of associate professors who will be set collecting material and working out plans. It is further

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Estimated cost at first . . . . $15,000

This may be expected in time to reach . . . $25,000

Attention is called to the fact that the proposal here made not only provides material for courses but contains a promise of very general service to the country as a whole. The materials here described might be published in the form of bulletins or might even lead to the publication of a journal on higher education.

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COURSES FOR SUPERINTENDENTS AND PRINCIPALS OF PUBLIC SCHOOLS

In the effort to get something more in school administration than a body of vague personal opinion and dogmatic judgments, we have encountered two serious difficulties. First, the definite material for courses in administration is lacking. Second, men of the greatest ability in administration have not devoted themselves to studies in this field, but have accepted administrative posts.

It is recommended that we set up studies in the administrative field on such concrete problems as the following:

(A) Studies of superintendents' reports. Such reports should be collected and analyzed and a bulletin issued periodically on the subject.

(B) Studies of school budgets. Examples of budgets should be secured with information, where it exists, supporting these. These should be analyzed, and bulletins prepared as above.

(C) Salary schedules.

(D) Plans for Board of Education.

(E) Building programs.

(F) Curriculum construction.

Problems like these can be studied in part through documentary material which should be collected and made available in a library. They will have to be studied in some cases through actual inspection.

A start to test out the feasibility of the project can be made by employing two men of the salary rank of associate professors. These should be supplied with a librarian and a clerk as assistants.

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There should be a fund for travel, a fund to pay for library material and library equipment.

The project should have at the outset - - $15,000 per year, and will ultimately cost more.

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## SPECIAL STUDIES IN EDUCATIONAL SOCIOLOGY

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The special types of instruction needed by various social groups should be investigated. The movement for industrial courses which was optimistically inaugurated a few years ago has not worked out as was anticipated, and at present there is a good deal of floundering. The problems of vocational guidance and continuation education are also largely unsolved.

Studies of the type here referred to may be described as dealing with personnel problems. They will have to deal with institutions, with different social groups and occupations, but they will be concerned primarily in the examination of types of individuals and their educational needs.

Such studies will be of value in school administration, in teaching and in the general consideration of social problems. The justification for considering them as separate from the studies made by a department of school administration or a department of school methods is that certain specialized techniques of social investigation must be used which differ from those now commonly used in education studies.

Social studies can be inaugurated best in a great center of population such as Chicago. The University can at the same time be brought through such work into intimate relation with the people of the city. Workers in this field would find it possible to be of service in contributing to the educational efforts of corporation schools like those conducted by retail stores and printing houses.

It is recommended that two men of professorial rank be secured and that they be equipped with assistants.

Estimate . . . . $20,000 per year.

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