

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

March 29, 1924

President E.D. Burton
Harper Library

Dear President Burton:

I am inclosing
herewith copies of two suggestions
recently received from an undergraduate
in connection with the "Better Yet"
campaign.

The man in question prefers to
remain anonymous, but says that he can
give instances and facts to support
anything he has said. I am sure he
could be persuaded to do so.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

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

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Dean of the Colleges

EW/ES

2. Every Student Housed in a University Dormitory

I have lived in the rooming houses around the University for six quarters. My experience and observation have been such that I believe every student should be housed in a University Dormitory. The financial statement of the Elenor Clubs shows dormitories can be built on borrowed money and if not operated for a profit will pay interest, capital, upkeep and current at a rental to roomers lower than they pay in the undesirable rooming houses around the University. Until all can be accommodated the priority basis should be changed - at present it is priority of application - and all junior college students housed in a dormitory, if there is more space than some third year students et seq., but in no instance should a mature student be housed in a dormitory when a youngster is crowded out into a rooming house. My observations would take up too much space and, am sure, would be common knowledge to at least the Sociology Dept.

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3. The Employment Department

It is well known fact that many of the students need to earn while in school. I know of no one who would exclude these students. We have an employment department, which, I suppose, does what it is expected to do, but, one would conjecture, little is expected of it. The result is it gets calls (from employers) only as they "drop into its lap". It knows little about its applicants for jobs. It functions only mechanically. Its services are performed with a feeble hand. I do not recommend that the University obligate itself to get a job nor help for anyone, but it would be worth while to invest more in the department. If there are no available funds - I am certain that a private fund or foundation to operate a functioning, efficient employment department, to help students who want to earn their way into jobs and to give employers an intelligent service, could easily be obtained.

I have had considerable experience with introducing the cooperative plan (after the Cincinnati model) the apprenticeship plan and other part-time plans. Employers can, very often, create jobs for students (to the employer's profit) by rearranging time schedule, viz., two students to a job - changing time, etc.

The "rag-tag and bob tail" jobs now exhibited on the bulletin board - the clammy information service about jobs, the fear to write a recommendation for a person presenting documentary evidence of skill and experience are not to be defended.

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G2

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

OFFICE OF THE DEAN

April 28, 1924

President E.D. Burton
Harper Library

Dear President Burton:

It is with great regret that I ask at the present time for even a small amount of special financial help; but the case is such that I feel both justified in the asking, and compelled to do so.

Of all the "Better Yet" committees, the one which is by far the most important, is one which is considering the problem of the distribution of students' time. Of this committee Professor Millis is Chairman, and Professors Blunt, Bond, and Viner, and several very keen undergraduates are members.

The committee prepared with great care a questionnaire of which I inclose a copy, and has secured answers thereto from 2,000 students, that is, from two-thirds of the entire undergraduate body. If you will glance over the questionnaire, you will see how complete and searching it is. It may fairly be said, I think, that it is the best instrument ever devised for the ascertainment of the real facts concerning the conditions of undergraduate life and work. Professor Rugh, I may say, shared this opinion, and was exceedingly interested in the work of the committee. He shared with me also the opinion that the results of this study will furnish material for a most illuminating monograph, which will concern and benefit all American colleges. It is, in fact, a piece of co-operative research of very great importance.

The quality and significance of the results have surpassed our expectations. The process of the tabulation of the results, and the study of the proper inferences to be drawn therefrom are now going on, and the task proves to be exceedingly large and complicated, as well as being increasingly rich in promise.

The members of the committee, faculty and students, have given very generously of their own time. Professor Millis has devoted to the work all the time he could possibly give to it,

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

OFFICE OF THE DEAN

April 28, 1934

President E.D. Burton
Harvard Library

Dear President Burton:

It is with great regret that I ask of
the present time for even a small amount of special attention
to be given to the work of the Committee on the
History of the United States, and especially to the
work of the Committee on the History of the United States.

Of all the "Better Year" committees, the one which is
by far the most important, in my opinion, is the Committee on
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large and complicated, as well as being increasingly rich in
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The members of the committee, finally and unanimously
have given very generously of their own time. Professor Miller
has devoted to the work all his time in such a generous way as to

April 28, 1924

and has assigned to the work the full time of his graduate assistant. Members of my office staff and of Mr. Payne's staff have been detailed to help to the limited extent justified by the pressure of other work. Professor Field has taken some of the material for use in his classes in statistics, and he and they are greatly interested in it, and are co-operating most helpfully.

Even so, however, we find that we must have paid assistance to carry on the work. Professor Millis has already paid thirty or forty dollars from his own pocket, and I have agreed personally to underwrite twenty-five dollars more. Professor Millis thinks that an appropriation of one hundred dollars would suffice to carry the work through. I inclose herewith a copy of the letter in which he requests the granting of this sum.

Can this be arranged?

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

April 28, 1934

President E.D. Burton--Page 2

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Very truly yours,

Ernest H. Williams

Dean of the College

EW/ks

-COPY-

The University of Chicago
Department of Political Economy

April 21, 1924

Dean E. H. Wilkins
The University of Chicago
Chicago, Illinois

My dear Mr. Wilkins:

My Better Yet Committee #5, on the Distribution of Students' Time, is in need of a small appropriation for clerical assistance. As you know, we have questionnaires from 2002 undergraduates and from 215 members of the Faculty. These, with other sources of information, are supplying us with a mass of excellent data as they are statistically developed. Professor Field's class is doing most of the statistical work on the student questionnaire as practice work and doing it very well; the statistical work on the other questionnaire is being done by the faculty members of the committee. While it is possible to meet most of our needs in this way, there is a good deal of time required in arranging the tabulation cards for Field's class, in putting the tables in the form needed, in figuring percentages, etc. The full time of the graduate assistant assigned to me has been and is being devoted to assisting Field in the laboratory, in checking and verifying the student work, etc. I have obtained all the time possible from the members of the committee, and after spending perhaps a third of my own time on the investigation during the last ten weeks, have found it advisable to employ some help by the hour and pay for it out of my own pocket. The committee has now reached the point in its work where much time must be devoted to an analysis of data and the formulation of its report, and of course this increases the load upon my own time. If the best progress is to be made and the best results obtained from the investigation, I should be in position to employ assistants more freely than I can when I pay for them myself. Therefore, if the funds can be made available, I should like to have \$100 placed at my disposal for hiring assistants on hour work, at sixty cents per hour. Of course I have in mind qualified assistants whom I have employed and paid myself. Their work would be done under my immediate supervision.

Thanking you for any assistance you can give in this matter, I am

Sincerely yours,

(Signed) H. A. Millis

The University of Chicago

Department of Political Economy

April 21, 1924

Dear Mr. Wilkins
The University of Chicago
Chicago, Illinois

My dear Mr. Wilkins:

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Thanking you for any assistance you can give in this matter, I am

Sincerely yours,

(Signed) H. A. Willis

THE UNIVERSITY OF CHICAGO

"BETTER YET"

Committee 5. On the Distribution of Students' Time

QUESTIONNAIRE FOR UNDERGRADUATE STUDENTS

One of the "Better Yet" committees is studying the distribution of students' time among the many things which find place in college life and work. The importance of the subject and of a thorough investigation of it speak for themselves. The Committee wants to begin with facts and base its work upon them. It asks for your co-operation in securing the facts. It wants your suggestions also. It therefore requests you to give this questionnaire careful consideration and to answer *all* of the questions as accurately as you can. Your signature is wanted as a check-up so that adequate returns may be secured for all and so that the source of valuable suggestions may be known. The part of the questionnaire bearing the name will be removed by a clerk so that no one tabulating the data will know the source from which they come. Proper use of information and suggestions is guaranteed in this way.

JOSEPHINE BEDFORD	ALLAN HEALD
MISS BLUNT	D. NIGHTENGALE
O. F. BOND	R. P. POLLAK
IRENE BOSTICK	PEARCE SHEPHERD
C. L. CHRISTENSEN	JACOB VINER
D. J. FISHER	GLADYS WALKER
H. A. MILLIS, <i>Chairman</i>	

Please note:

- The words "on the average" are to be understood, in each case, after the words "how many hours per week."
- If an inquiry (as for instance No. 9) does not call for a positive or negative answer in your case, enter "No," so that the set of answers may be complete.
- If at any point you desire to make a special statement, please make it upon a separate sheet, bearing your name and attached hereto.

- How many quarters (not counting the present Quarter) have you attended the University of Chicago?
- How many majors' credit have you toward graduation?
- List below the courses you took last Quarter, and enter the average number of hours per week spent on each (*including both preparation and time in class*):

	Department	Course Number or Name	Hours Spent Per Week
a)	_____	_____	_____
b)	_____	_____	_____
c)	_____	_____	_____
d)	_____	_____	_____

- Is the above fairly typical in your University experience? _____ If not, how many hours per week on the average have you spent per course?

5. How many hours per week do you think a student *should* spend on a typical course (including both preparation and time in class)?

6. How many hours per week do you spend in reading serious books and magazines not directly connected with your University courses?

7. How many hours per week do you spend at public lectures, the theater, concerts, or such places as the Art Institute?

8. How many hours per week do you spend at the movies?

9. If you are taking lessons in music or in art elsewhere than at the University, how many hours per week (including time spent in coming and going) do you thus spend?

10. If you are participating this Quarter in dramatics, work on a University publication, debating, or some other non-athletic campus activity (other than those referred to below under Nos. 16-19) please *specify* the activity or the activities concerned.

How many hours per week do you spend in this activity? (If more than one activity is concerned, please give the figures in each case.)

If you participated *last Quarter* in dramatics, work on a University publication, debating, or some other non-athletic campus activity (other than those referred to below under Nos. 16-19) please *specify* the activity or activities concerned.

How many hours per week did you spend in this activity? (If more than one activity is concerned, please give the figures in each case.)

If you participated *last Spring Quarter* in dramatics, work on a University publication, debating, or some other non-athletic campus activity (other than those referred to below under Nos. 16-19) please *specify* the activity or activities concerned.

How many hours per week did you spend in this activity? (If more than one activity is concerned, please give the figures in each case.)

11. If you are *now* a member of an athletic squad or team, please *specify* the squad or team.

How many hours per week are you spending in training and competition in connection with this squad or team?

If you were *last Quarter* a member of an athletic squad or team, please *specify* the squad or team.

Through how many weeks of the Quarter did the activity of this squad or team continue?_____ During that period how many hours per week did you spend in training and competition?

If you were *last Spring Quarter* a member of an athletic squad or team please *specify* the squad or team.

Through how many weeks of the Quarter did the activity of this squad or team continue?_____ During that period how many hours per week did you spend in training and competition?

12. How many hours per week are you spending this Quarter as a spectator at athletic contests?

How many did you spend last Quarter?

13. How many hours per week are you spending in required Physical Culture work?

14. How many hours per week are you spending this Quarter on exercise—walking, skating, bowling, etc. (excluding Physical Culture and exercise as member of an athletic squad or team)?

How many hours per week did you spend last Quarter in exercise—walking, tennis, golf, etc. (excluding Physical Culture and exercise as member of an athletic squad or team)?

15. How many hours per week do you spend in indoor games—billiards, chess, bridge, etc.?

16. If you are *now* an *officer* of a class, council, commission, or other organization or organizations, please *specify* the office and the organization or organizations.

How many hours per week do you spend in work for this organization (if more than one, please give the figures in each case)?

If you were *last Quarter* an officer of a class, council, commission, or other organization, please specify the office and the organization or organizations.

How many hours per week did you spend in work for this organization (if more than one, please give the figures in each case)?

17. If you are a *member* (but not an officer) of a council or commission, how many hours per week do you spend in this work?

18. If you are a member of a fraternity or woman's club, how many hours per week do you spend in its meetings and various activities (exclusive of purely social affairs)?

19. If you are a member of the Y.M.C.A. or the Y.W.C.A., how many hours per week do you spend in its meetings and various activities?
20. If you are engaged in unremunerated social service work, how many hours per week do you spend in it?
21. If you spend any time at religious meetings other than chapel and Y.M.C.A. or Y.W.C.A., how many hours per week do you so spend?
22. How many hours per week do you spend at purely social affairs—dances, teas, etc.?

23. If you are engaged in remunerative employment, how many hours per week (including time spent in coming and going) do you thus spend?

If the above employment is such as to give time for study while on the job, how many hours per week do you thus spend?

24. If you help in the work of your home to any considerable extent, how many hours per week do you thus spend?
25. If you do not live on or near the campus, how many hours per week do you spend in getting to and from the University?

If you would like to live on or near the campus, why don't you?

Do you attempt to study on the way to and from the University? If so, how many hours per week do you thus spend?

26. In your experience in any of the above occupations or activities, is there any waste or uneconomical use of time caused by the way the work is managed or directed? If so, specify, and try to locate the responsibility for it.
27. Do you feel that you are living under strain because of lack of time? If so, from what source other than your courses does the greatest pressure come?
28. What concrete suggestions can you offer for improving the distribution of students' time in general?

Name: _____

Class: _____

If you are in C. & A. or in Education, please indicate which _____

G 2

MEMORANDUM OF CONVERSATION WITH
MR. WILKINS--TO BE ATTACHED TO HIS LETTERS
OF APRIL 28.

In respect to the letter about promotion of activities I gave assurance to Mr. Wilkins that I would use my utmost endeavor to see that the sum necessary to provide the four persons named in the first paragraph of this letter was secured. I suggested the possibility that one person discharging all the duties of the first three of the four would be more effective than three, but left this for him to consider. I authorized him to prepare and propose a plan with names.

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G 2

HARVARD UNIVERSITY

COMMITTEE ON INSTRUCTION

19 UNIVERSITY HALL

Cambridge, Massachusetts

*See note
re C. material*

March 7, 1924

Sent from PRESIDENT'S OFFICE

APR 7 1924

to Mr. Wilkins

Upon return send to FILES

Received Files APR 10 1924



Mr. Trevor Arnett
General Education Board
161 Broadway
New York City

Dear Mr. Arnett:

As the Board of Overseers has now acted on the question of limitation of students ~~in~~ Harvard College, I am glad to be able to send you the report of the Committee of the Faculty of Arts and Sciences; a copy of the vote of the Corporation making a slight modification in the Faculty's proposal; and the statement that was issued to the papers by our Secretary for Information. Will you kindly not let anything get out to the public beyond what is contained in the document, "For release to morning papers, Wednesday, March 5th?"

You will observe that the Corporation substituted for "re-admitted men", contemplated in the report to the Faculty of Arts and Sciences, the "Freshmen in the Engineering School." The Faculty of Arts and Sciences naturally could not make proposals with regard to the students in the Engineering School, but it sees no objection to the change made by the Corporation, because Freshmen in the Engineering School are treated like other Freshmen in virtually everything except that their studies are more closely prescribed.

If there are any questions that you should like to ask, I shall be glad to answer them.

Very truly yours,

Chapin

Seen. E. H. W.

HARVARD UNIVERSITY

COMMITTEE ON INSTRUCTION

10 University Hall

Cambridge, Massachusetts

March 7, 1934

Sent from PRESIDENT'S OFFICE

APR 7 1934

Mr. W. L. ...

Special Agent in Charge

APR 10 1934

Postpaid

Mr. Trevor Arnett
General Education Board
181 Broadway
New York City

Dear Mr. Arnett:

As the Board of Overseers has now acted on the question of limitation of students at Harvard College, I am glad to be able to send you the report of the Committee of the Faculty of Arts and Sciences; a copy of the vote of the Corporation making a slight modification in the Faculty's proposal; and the statement that was issued to the papers by our Secretary for information. Will you kindly not let anything get out to the public beyond what is contained in the document, "For release to morning papers, Wednesday, March 5th?"

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If there are any questions that you should like to ask, I shall be glad to answer them.

Very truly yours,

W. L. ...

Confidential

REPORT OF THE COMMITTEE ON THE LIMITATION OF STUDENTS

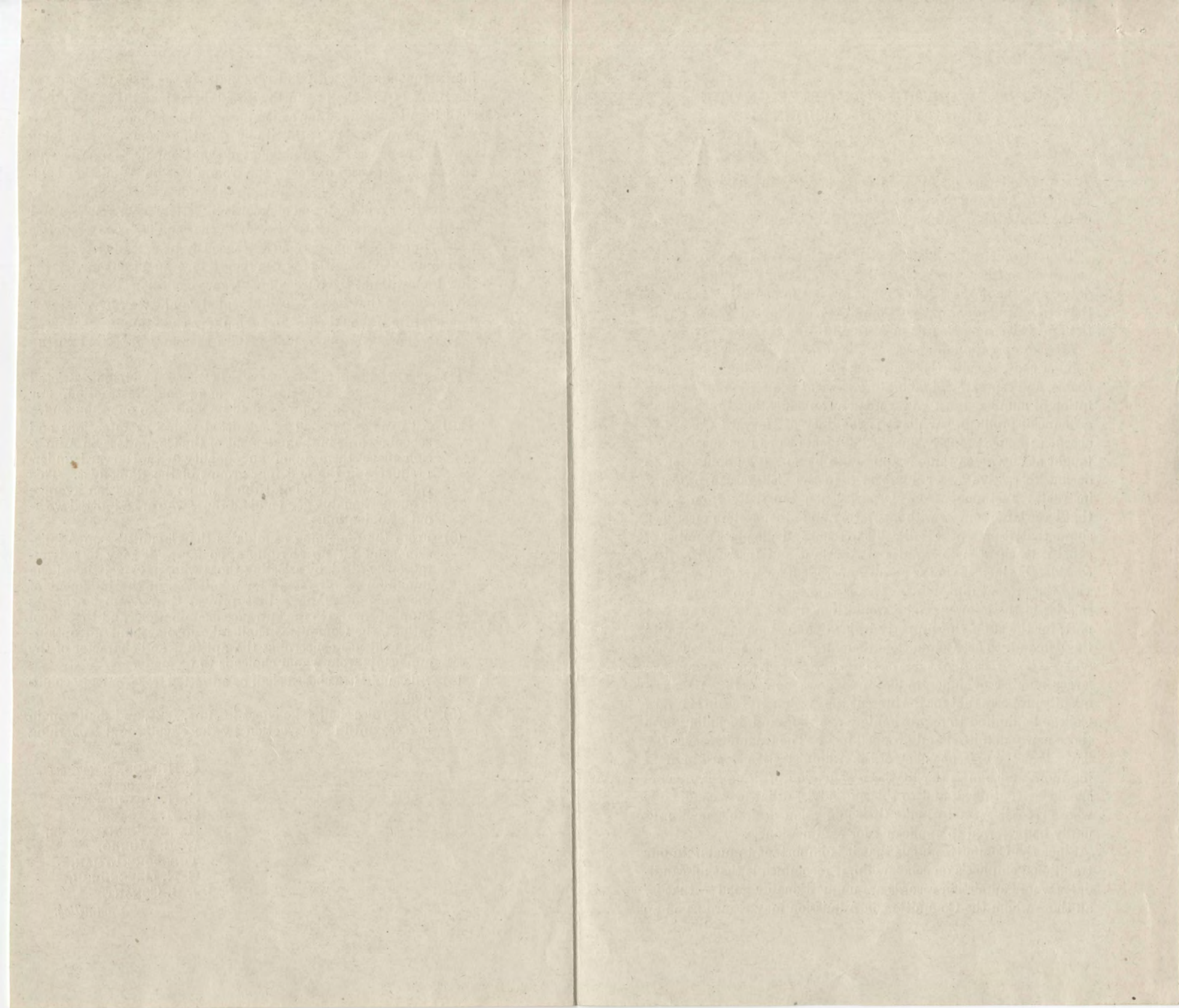
*[Adopted by the Faculty of Arts and Sciences at its
meeting, December 18, 1923]*

THE Committee appointed, in accordance with the vote of the Faculty of Arts and Sciences on October 9, to consider the question of the limitation of students in Harvard College, presents the following report:

The Committee has kept in view throughout its discussions the conclusions of last year's Committee on methods of sifting candidates, and the proposals now made are not in conflict with any of the recommendations of that Committee, as adopted by the Faculties and Governing Boards in April and May, 1923.

After examination of actual conditions, the Committee is of the opinion that, despite the acute shortage of dormitories, of classrooms, and especially of laboratory space, the question of the limitation of numbers must be regarded as an educational rather than a financial problem. While it is the duty of Harvard College to accept as many properly qualified students as can be successfully taught at any given time, it appears to be no less an obligation to decline to receive larger numbers than the College can properly instruct. Testimony from Departments, especially from those that have large courses with laboratory and other section meetings, shows that at present it is difficult to secure an adequate number of capable teachers in the grades of Assistant and Instructor. Any considerable increase in the number of students will seriously aggravate the present difficulties. The expenditure of more money for salaries in these lower grades would remedy the situation only in part, for the supply of properly trained young men is not equal to the demand. The Committee therefore is of the opinion that under existing conditions it is not possible to teach properly a much larger number of undergraduates than we now have. It consequently proposes that for the present the Freshman Class in Harvard College be limited to approximately one thousand, including both those newly admitted and dropped men. The Committee also believes that the present policy of the Administrative Board in making more and more difficult the readmission of dropped students should be continued, and to this end advises that new candidates whose records seem to make their admission desirable shall ordinarily be preferred to applicants for readmission.

Since the Committee holds that it is important to maintain our traditional emphasis on scholarship, it recommends that all candidates whose admission records are unquestionably good — that is, all those whom the Committee on Admission may regard as on an



intellectual equality with undergraduates in the first four groups of the Rank List — shall be forthwith admitted; and that the quota shall then be filled, so far as it appears to the Committee on Admission advantageous to fill it, by selecting from the remaining candidates such as in the judgment of that Committee best deserve admission. In cases of doubt the Committee on Admission is already in the habit of supplementing the information obtained from examinations and from school records by letters from teachers and others and by personal interviews with the candidates,— a practice which, in our opinion, may advantageously be extended.

Finally, the Committee is convinced that admission under the New Plan without the burden of entrance conditions has proved so advantageous that hereafter all accepted candidates, by whatever plan admitted, should enter free from any condition.

The following recommendations are therefore presented to the Faculty:

- (1) The Freshman Class of Harvard College shall be so restricted as not to exceed the possibility of adequate instruction. For the present, the number shall be limited to one thousand.
- (2) All candidates shall be admitted whose examinations and school records in the judgment of the Committee on Admission place them upon an equality with Harvard undergraduates in the first four groups of the Rank List. This category will include all those whose examination average is unquestionably good and all those who are admitted without examination.
- (3) From the remaining candidates the Committee on Admission shall fill up the quota, so far as it may be advantageously filled, by selecting those who, having satisfied the minimum requirements for admission, in the judgment of the Committee have best proved their competence. As supplementary to the entrance examinations and the school ratings, the Committee shall take into account all obtainable evidence concerning the aptitude and character of the applicants from whom choice is to be made.
- (4) All candidates chosen shall be admitted free from any condition.
- (5) These rules shall take effect in June, 1924, and shall remain in force until further action by the Faculty and Governing Boards.

C. H. MOORE, *Chairman*,
F. W. TAUSSIG,
C. H. GRANDGENT,
G. H. PARKER,
HENRY PENNYPACKER,
W. B. MUNRO,
THEODORE LYMAN,
C. N. GREENOUGH,
J. B. CONANT,

Committee.

Vote of the President and Fellows
of Harvard College, January 14, 1924.

"Whereupon it was voted that the foregoing vote of the Faculty of Arts and Sciences in answer to the request of the Corporation for advice about the limitation in the number of Freshmen having been presented; and it appearing desirable to include in the proposed number the students entering the first class of the Engineering School who, in the instruction and in the use of the Freshman Halls, are treated as Freshmen in Harvard College, while the dropped Freshmen are so only in part; the Corporation, substituting Engineering for dropped Freshmen, hereby adopts for the present in all other respects the vote of the Faculty as the rule for admission. This is in accord with the vote of the Faculty of the Engineering School. The Engineering and dropped Freshmen are now almost equal in number, but the Corporation approves the policy of the Administrative Board of the College in readmitting dropped students less freely. It recognizes also that if the Engineering students increase rapidly a change in the rules may become expedient."

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In a letter now being sent to high and preparatory schools, Henry Penny-packer, chairman of the Committee on Admission of Harvard College, calls attention to important changes taking effect in June, 1924, which concern admission to the Freshman Class of Harvard College and of the Harvard Engineering School.

The regulation established last year, by which boys graduating from school in the highest seventh of the boys in their class may, in the discretion of the Committee, be admitted without examination, will be continued until further notice.

One innovation is that no candidate whose native tongue is English will now be admitted as a Freshman unless his work in English composition is passable.

No change is made in the requirements for admission, but hitherto a Freshman admitted, by passing fourteen units, was obliged to make up in college the equivalent of the missing unit. This imposed an additional burden on those least able to carry it, and thus slowed down the whole march. The purpose of entrance examinations is to measure fitness for college work, and when admitted the student should do that work, and had better devote all his time to it. Therefore there will in future be no admission condition.

The importance of the classics is given recognition in the new ruling that a candidate offering both Greek and Latin will not be required to present a modern language for admission.

As a temporary measure the entering Freshman Class of the College and the Engineering School will for the present be limited to 1000, which is 66 more than entered in September, 1923. If more than the quota apply in 1924 the general method of selection will be as follows: All candidates doing work substantially above a C average in their entrance examinations will first be admitted. In the selection of other candidates rank in examination will be the principal but not in all cases the only means of ascertaining aptitude and character.

Another important change is that, after 1924, the September examinations will not be accepted as preliminary examinations.

The letter which explains all these changes is as follows:

In a letter now being sent to high and preparatory schools, Henry Jones, Chairman of the Committee on Admission of Harvard College, calls attention to important changes taking effect in June, 1954, which concern admission to the Freshman Class of Harvard College and of the Harvard Engineering School.

The regulations established last year, by which boys graduating from school in the highest seventh of the boys in their class may, in the discretion of the Committee, be admitted without examination, will be continued with further notice.

One innovation is that no candidate whose native tongue is English will now be admitted as a Freshman unless his work in English composition is passable.

No change is made in the requirements for admission, but history is Freshman and admitted, by passing fourteen units, was obliged to make up in college the equivalent of the missing units. This imposed an additional burden on those least able to carry it, and thus placed them at a disadvantage.

Examinations in to measure fitness for college work, and when admitted the student should do that work, and not better devote all his time to it. Therefore there will in future be no examination condition.

The importance of the change is given recognition in the new ruling that a candidate offering both Greek and Latin will not be required to present a modern language for admission.

As a temporary measure the entering Freshman Class of the College and the Engineering School will for the present be limited to 1000, which is 50 more than entered in September, 1953. It was the plan to admit only 950 the general number of admission will be as follows: All candidates doing work substantially above a C average in their entrance examinations will first be admitted. In the selection of only those of outstanding ability and character.

Another important change is that, after 1954, the September examinations will not be accepted as preliminary examinations.

The letter which explains all these changes is as follows:

"The Committee on Admission wish to call the attention of headmasters and instructors to the following important changes governing admission to Harvard College and the Harvard Engineering School, which have been adopted as temporary measures because of limitation of staff and equipment. These rules will take effect in June, 1924, and will remain in force until further action by the Faculty and Governing Boards:

"(1) The Freshman Class shall be so restricted as not to exceed the possibility of adequate instruction. For the present, the number shall be limited to 1000, not including dropped Freshmen, but including Freshmen in the Engineering School.

"(2) All candidates shall be admitted whose examinations and school records in the judgment of the Committee on Admission place them upon an equality with Harvard undergraduates in the first four groups of the Rank List. This category will include all those (who qualify in the regular way by examination under the Old or the New Plan) whose examination average is unquestionably good (seventy-five per cent. or higher) and all those who are admitted without examination.

"(3) From the remaining candidates, the Committee on Admission shall fill up the quota, so far as it may be advantageously filled, by selecting those who, having satisfied the minimum requirements for admission, in the judgment of the Committee have best proved their competence. As supplementary to the entrance examinations and the school ratings, the Committee shall take into account all obtainable evidence concerning the aptitude and character of the applicants from whom choice is to be made. (This means that a candidate in June who has satisfied the minimum requirements for admission may nevertheless not be admitted in June, but may be required to await a comparison of his record with the records of final candidates taking examinations in September.)

"(4) All candidates chosen shall be admitted free from any conditions.

ADMISSION WITHOUT EXAMINATION

"The regulation established last year by which boys may, in the discretion of the Committee, be admitted without examination, will be continued until further notice. In order to be eligible for admission without examination, an applicant must come from a school to which the exemption is applied, ^{must} stand in the highest seventh of the boys in his graduating class, and his school record must conform in every respect to the prescriptions of the New Plan. He must apply on or before July 10 of the year in which he first graduates from a secondary school. Postgraduates and those who take entrance examinations in their final year are not eligible for admission without examination.

"The Committee also wish to call attention to the following changes in the requirements for admission by examination:

OLD PLAN

"(1) After 1924, there will be no separate examination in Civil Government.

"(2) In 1924 and thereafter, the number of units of satisfactory grades (seventy per cent. or higher) required for clear admission will be six instead of five as heretofore.

"(3) From a candidate offering both Greek and Latin, no modern language will be required.

"(4) After 1924, the September examinations will not be accepted as preliminary examinations.

NEW PLAN

"In 1924 and thereafter, Botany and Zoology will be accepted as elective subjects.

OLD PLAN AND NEW PLAN

"No candidate whose native tongue is English will be admitted unless his examination in English composition is passable. In order to meet this requirement, Board readers in English will be instructed to examine particularly the composition part of every book in English where the total grade is under sixty per cent., and to indicate whether the candidate may be regarded as doing passable work in English composition, even though he may not be credited with English as a whole. The subject may not be counted towards admission, of course, until the whole of English is passed with a grade of sixty per cent. or higher."

The Commission also wish to call attention to the following changes in the

regulations for admission by examination

OLD PLAN

"(1) After 1934, there will be no separate examination in Civil Government.

"(2) In 1934 and thereafter, the number of units of satisfactory studies

(seventy per cent. or higher) required for clear admission will be six instead of five

"(3) From a candidate offering both Greek and Latin, no action taken, or

will be required.

"(4) After 1934, the September examinations will not be accepted as pre-

liminary examinations.

NEW PLAN

"In 1934 and thereafter, history and English will be accepted as alternative

subjects.

OLD PLAN AND NEW PLAN

"No candidate whose native tongue is English will be admitted unless his

examination in English composition is passable. In order to meet this requirement,

the candidate will be required to submit a composition in English, and to

pass at least one in English (the total grade is under sixty per cent.) and to

indicate whether the candidate may be regarded as doing reasonably well in English

composition, even though he may not be credited with English as a whole. The subject

may not be counted towards admission, of course, until the whole of English is passed

with a grade of sixty per cent. or higher."

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Sus. + Equip. XX
Nov. 13, 1923

A PLAN FOR INDIVIDUALIZED STUDY
AND GUIDANCE OF STUDENTS --AN
EDUCATIONAL EXPERIMENT

Note: The following outline is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

* * * * *

In the enlargement of the staff of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students. That step has led already to more thoughtful and friendly guidance for students at the beginning of this year than has hitherto been possible at the time of registration, and to a responsive recognition by the student body of the fact that the University is developing a new attitude of individual and human interest.

These results, together with further study of various phases of the problem of individualization, lead now to the propbsal of the experiment outlined below.

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EDUCATIONAL EXPERIMENT
AND GUIDANCE OF STUDENTS --AN
A PLAN FOR INDIVIDUALIZED STUDY

Note: The following outline is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

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1. General Purpose

The general purpose of the experiment is to bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the Junior College student, at least, there is need of 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 characteristics of the Junior College student are in many respects not unlike those of the high school pupil, with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

The main specific purposes included in this general purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.
2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.

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The main specific purposes included in this general

purpose are the following:

1. To guide the student in his choice of courses with due reference to his individual capacities, likings, training, and plans.
2. To make guidance available for the student with respect to all the problems of his life in the college community, social and personal.

3. To make possible the giving of special thought and encouragement to the ablest students, who are those most likely to make effective contribution to the life of the nation and of mankind.
4. To give expert and sympathetic care to the students who find it difficult to maintain the normal grade of work, by individual inquiry into the causes of such difficulty and individual attempts to rectify unsatisfactory conditions.
5. To provide a better basis than our present system affords for the decision in doubtful cases as to re^{tent}~~fection~~ or dismissal.
6. To enable the University through the proper officer, when dismissing a student, to advise him what his next step should be, whether to enter another school, go into business, etc., and to give reasons for the advise.
7. To provide educational and vocational guidance for all students leaving the University, whether before graduation or by graduation.
8. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and program of education, including instruction, housing social envirement, and to throw light upon the whole question how to conduct the education of college students.

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II. JUNIOR COLLEGE ADVISERS

For the fulfillment of these purposes we recommend in the first place the appointment of a staff of Junior College advisers who shall work as assistants to the Junior College deans.

The work of these advisers would consist chiefly in:

- a. Personal conferences with the students.
- b. Personal conferences with the student's instructors and with other persons concerned in his welfare.
- c. Preparation and maintenance of personnel records of a much more extensive and less mechanical type than those now in use.
- d. Reports to the dean concerning students of exceptional ability or concerning students of distinctively inferior ability.
- e. Reports to the dean on the work of instructors and on the whole method of operation of the University as reflected in the work of the students.

The total number of students in the Junior Colleges (first and second year students) in an autumn, winter or spring quarter is about 1500; the total number of Junior College deans is 6. The average number of students assigned to each dean is, therefore, about 250. This number is quite too high to permit proper individual study and contact.

Individual contact and study of the type desired could be well and thoroughly provided if the individual adviser had under his immediate care and study a group of 50 students. This would mean for the entire Junior College a staff of 30 advisers.

We estimate that an adviser should devote to each student, combining all types of work indicated above, a total (~~in~~^{not} consecutive time) of about one and one-half hours per quarter. This would mean a total of 75 hours, which would mean (since the quarter has 12 weeks) about six hours *a week* or one hour a day.

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We believe that this work should be done by teachers on the regular staff, both because such teachers are in direct contact with student work and because such relationship would be of inestimable value for humanizing and otherwise improving the work of the teachers.

We believe that such time should be paid for at the basic rate of \$2.50 an hour, which would mean \$187.50 for a quarter or \$562.50 for the autumn, winter and spring quarters. The total expense for the 30 advisers would be \$5,625 for a quarter or \$16, 875 for the autumn, winter and spring quarters.

In a summer quarter the number of Junior College students is only about 250. The number of advisers would, therefore, be 5. The total expense for the summer quarter would be \$937.50.

The clerical and stenographic work involved would require the equivalent of the full time of three clerks for the autumn, winter and spring quarters. During the summer the work could be taken care of without extra service. Estimating payment of these clerks at the rate of \$100 a month the total cost for the year would be \$2700.

The cost of materials (personal records, etc.) would be presumably \$300.

The total expense of the entire plan of Junior College advisers for a year would, therefore, be \$20,812.50.

If the system were placed in operation the number of Deans in the Junior Colleges could be reduced from 6 to 3; but as a corollary of the system, the number of Deans in the Senior Colleges, in which there will be no advisers, should be correspondingly increased.

2

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III. PROBATION DEANS

The work of the deans at present is two-fold: each dean participates in the formulation ~~and construction~~ of constructive plans for the improvement of undergraduate work and life; and each dean deals with the individual students assigned to him.

Each dean has to deal with students of all three of the main grades: the students of superior ability, the average, and those of distinctively inferior ability.

As things now stand, the students of distinctively inferior ability take fully as much of the dean's time and energy as all the rest of the students put together. This is partly because a special technique is really necessary for dealing with such students, and partly because the dean now feels such students to be an unwelcome part of his load. The value of the dean's services to other students and in constructive study is thus impaired; and the students of inferior ability do not receive the expert and sympathetic attention which they really need.

We therefore recommend the appointment of two Probation Deans, one for men and one for women, whose specific and exclusive function as deans shall be to deal with students of inferior ability.

These deans should acquire a special knowledge of the difficulties that beset such students and of the means for correcting such difficulties so far as may be possible; and should be able to save for the University and for society a number of students of great potential value who might otherwise be lost; and to give thoroughly informed opinions in problems of retention or dismissal.

Since this work would be peculiarly their own, they would find a pride and satisfaction in it instead of regarding it as an unwelcome portion of a general task.

This plan would release the other deans for energetic, constructive work and study in dealing with the better students.

The salary of a probation dean should be \$1,000 for the autumn, winter and spring quarters. The total cost for two deans would, therefore, be \$2,000. In the summer the work would be so slight that it could be divided among the other deans.

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The total cost of clerical services and material for these two deans would be about \$900.

The total cost of the plan for Probation Deans would, therefore, be about \$2900.

We do not at the present time recommend the appointment of special deans for students of superior ability, since we believe that all deans should have opportunity to influence such students and to profit by contact with them.

22
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The total cost of the plan for Probation Deans would, therefore, be about \$2300.

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IV. BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

For the benefit of all students leaving the University whether before or after graduation and for whatever cause, the University should maintain a Bureau of Educational and Vocational Guidance. This bureau should be able to give to a student desiring to study elsewhere advice as to the type and place of study appropriate for his special needs; and to give to a student desiring to enter a profession or business such advice as may be wise in his case.

The personnel of the bureau should consist of a director of educational and vocational guidance, and assistant and a stenographer, all on full time. Estimating the salary of director at \$5,000, that of the assistant at \$2500, and that of the stenographer at \$1200, and the cost of the materials as \$300, the total expense for the year would be \$9,000.

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The personnel of the bureau should consist of a director of educational and vocational guidance, an assistant and a stenographer, all on full time. Estimating the salary of director at \$5,000, that of the assistant at \$2,500, and that of the stenographer at \$1,200, and the cost of the materials as \$300, the total expense for the year would be \$9,000.

V. SUMMARY OF COSTS FOR A YEAR

\$ 20,812.50

Junior College Advisers

\$ 2,300.00

Probation Deans

\$ 2,000.00

Bureau of Educational and
Vocational Guidance

\$ 22,712.50

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A TENTATIVE SUGGESTION FOR INDIVIDUALIZED STUDY AND GUIDANCE OF STUDENTS-
AN EDUCATIONAL EXPERIMENT.

Note: The following outline is proposed with full knowledge of the fact that the fundamental purpose in view is not new, and that in some form and degree this purpose is being pursued by various colleges. The experimental nature of what is here outlined consists in the type of organization and the method of operation whereby it is hoped the ends in view may be much more completely attained than has been the case hitherto.

It is further to be noted that what is here outlined is not intended in any wise to supercede, or even to interfere with, the conduct of the Deans' offices, but rather, either (1) to increase the number of deans so far as may be necessary for the fullest accomplishment of what is proposed; or (2) to set up an organization parallel and co-operating with the offices of the deans.

Upon all these matters the counsel and advice of the deans will obviously be necessary.

General Purpose: To bring to bear upon the individual undergraduate student a degree of sympathetic and partly paternal attention, greater than seems practicable under the existing college organization. For the junior college student, at least, there is need of 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 characteristics of the junior college student are ^{unlike those} in many respects not/ those of the high school pupil, with, however, a greater degree of self-assertion but no less need of wise and friendly counsel.

I. In particular the proposal may be outlined as follows:

1. To make possible the decision between retention and dismissal on a broader,

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- I. In particular the proposal may be outlined as follows:
- I. To make possible the decision between retention and dismissal on a broader

better basis than our present records furnish.

2. To furnish a sound basis for advice to individual students respecting their courses of study and whole mode of life in college.
3. To enable the University through the proper officer, when dismissing a student, to advise him what his next step should be, whether to enter another school, go into business, etc., and to give reasons for the advice.
4. To provide data for intelligent criticism of University instructors, methods of teaching, and the whole scheme and programme of education, including instruction, housing, social environment, and to throw light upon the whole question how to conduct the education of college students.

II. Method:

1. A folder for each student admitted to the Colleges (or the Colleges of Arts, Literature, and Science) containing
 - a. A photograph of the student.
 - b. All the material gathered in connection with his admission.
 - c. All the reports of his instructors, whether made in the form of examination grades, or in that of more extended comments. Instructors should be encouraged to send in the latter and to make them as definite and illuminating as possible.
 - d. All other information concerning the student obtained in any way.
2. Personal conversations with the student about his work, held at least once each quarter and as much oftener as may be found necessary.
3. Effort on the part of the consultant to discover pupils of exceptional ability who ought to be encouraged or compelled to do exceptionally good work, or an exceptional amount of work; to discover why a student is doing unsatisfactory work, whether from poor health, insufficient nourishment, poverty, excess of work for self-support, excessive attention to outside activities, unfavorable environment, vice, etc., etc., -- and in general, as thorough

better basis than our present records furnish.

2. To furnish a sound basis for advice to individual students respecting their

courses of study and whole mode of life in college.

3. To enable the University through the proper officer, when dismissing a stu-

dent, to advise him what his next step should be, whether to enter another

school, go into business, etc., and to give reasons for the advice.

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question how to conduct the education of college students.

II. Method:

1. A folder for each student admitted to the Colleges (or the Colleges of Arts,

Literature, and Science) containing

a. A photograph of the student.

b. All the material gathered in connection with his admission.

c. All the reports of his instructors, whether made in the form of examina-

tion grades, or in that of more extended comments. Instructors should

be encouraged to send in the latter and to make them as definite and

illuminating as possible.

d. All other information concerning the student obtained in any way.

2. Personal conversations with the student about his work, held at least once

each quarter and as much often as may be found necessary.

3. Effort on the part of the consultant to discover pupils of exceptional

ability who ought to be encouraged or compelled to do exceptionally good work.

or an exceptional amount of work; to discover why a student is doing un satis-

factory work, whether from poor health, insufficient nourishment, poverty,

excess of work for self-support, excessive attention to outside activities,

unfavorable environment, vice, etc., etc., -- and in general, as thorough

and sympathetic understanding of each student's situation as can be arrived at.

4. Personal conference with the instructor.
5. Report to the Dean of the Colleges on the work of instructors and to the Dean of Faculties and President on the whole method of operation of the University as reflected in the work of the students.
6. Open conferences between the consultant staff and the whole faculty or Senate on the results of their observations.
7. Dismissal of a student to take place only after
 - a. Conference of consultant, Dean of the Colleges, and Dean of the Student,
 - b. Consultation of one of these with the student, and indication to him of the reasons for his dismissal, and advice as to the line of work to be taken up by him.

III. Personnel: -- Alternatives (As above, namely, either (1) to increase the number of deans so far as may be necessary for the fullest accomplishment of what is proposed; or (2) to set up an organization parallel and co-operating with the offices of the deans.)

IV. Duration and Support:

This plan to be undertaken as an experiment with a view, first, to making the college more valuable to the students immediately affected, and secondly, to discovering better methods of conducting college work, especially as against the danger of mass education. The expense might be met by securing a special grant for four years, either to carry through the class entering in 1924 to graduation in 1928, or this class and the successive classes entering in 1925, 1926, and 1927, till June 1928.

It is to be expected that the amount of attention necessary to be devoted to each student would diminish with each year, with a possible rise in the Senior

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Add to III Personnel:

In any case, the consultants should be carefully selected for their competence for such study including ability to interpret records, to enter sympathetically into a student's difficulties, to draw him out in personal interview, and to judge of his fitness for this or that course of action or course of study.

The staff might be made up from the teaching Faculty or brought in from outside. Its members may be engaged in teaching part time, or give their whole time to this, or partly one or partly the other. In any case, there should be at the head of the group or department, one thoroughly competent person, and, if the second of the alternatives outlined above be adopted, there should be the closest co-operation between the staff and especially its head and the Dean or Deans of the Colleges.

The experiment might be applied, to begin with, only to the Freshmen, and to this group as they continue through their course. This would obviously acquire a smaller staff than would be needed for a more comprehensive plan.

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