

CROSS REFERENCE SHEET

Name or Subject *Surveys*

File No.

Regarding

Date

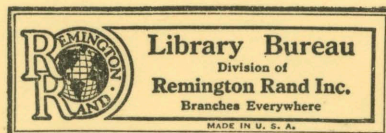
SEE

Name or Subject

File No.

Halling, Willoughby

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."



Cat. No. 30-5902
For use in all Filing Systems

Estimates of State Expenditures for 1915-17

The budgets of the four divisions of state activity for the biennium 1915-17 ask for \$31,816,399.93

This is an increase of \$3,308,471.37 over the biennium 1913-15 and \$11,599,684.73 over 1911-13

Increases in operation expenditures

State boards, departments, etc., ask for \$14,750,045.67, an increase of \$1,983,766.60 over 1913-15

Institutions and the board of control ask for \$4,211,153.00, an increase of \$522,739.92

Normal schools and the board of normal regents ask for \$1,896,765.00, an increase of \$469,867.41

The university asks for \$5,150,979.32, an increase of \$803,202.91

Increases in maintenance expenditures

For state departments, boards, etc., \$59,450.00 is asked, an increase of \$4,902.61 over 1913-15

For institutions and the board of control \$224,127.28 is asked, an increase of \$71,527.22

For normal schools and the board of

normal regents \$115,726.68 is asked, an increase of \$52,303.06

For the university \$136,000 is asked, an increase of \$9,215.06.

Increases and decreases in capital expenditures

State departments boards, etc., ask for \$2,128,312.63, an increase of \$7,221.23 over 1913-15

Institutions and the board of control ask for \$1,041,863.20 a decrease of \$42,214.97 below 1913-15

Normal schools and normal regents ask for \$1,363,692.15, an increase of \$158,556.42 over 1913-15

The university asks for \$738,285.00, a decrease of \$762,616.10 below 1913-15

Total increases and decreases

Total asked for operation is \$26,008,942.99, an increase of \$3,809,576.84, or 17.2% over 1913-15

Total asked for maintenance is \$535,303.96, an increase of \$137,356.01, or 34.7% over 1913-15

Total asked for capital is \$5,272,152.98, a decrease of \$639,053.32, or 10.8% below 1913-15

Under the budget system now in use by the State of Wisconsin, it is possible to secure any detailed comparisons desired. Before this system was adopted it was difficult to collect and correlate estimates and past accounts of the several divisions of state activity.

WISCONSIN EFFICIENCY BUREAU
MADISON, WIS.

Everybody's Business

To help our state use the facts obtained by the university, normal, and rural school surveys; and to promote state wide citizen interest in public business

Issued by the
No. 11 WISCONSIN EFFICIENCY BUREAU
Madison, Wisconsin

Feb. 27
1915

STATE BUDGET ESTIMATES FOR 1915-1917

MADISON

WIS.

*Pres. Harry P. Jackson,
Univ. of Chicago,
Chicago,
Ill.*



Some Educational Questions Answered by University of Wisconsin Faculty Members

- 1—What has interfered with your seeing as much of your students as you and they need for best results?
- 2—Do you care to suggest how the relations of instructor may be made more effective?
- 3—How is classroom work correlated with laboratory—shop—field—practice work?
- 4—State specifically (illustrate when possible) to what extent, and in what courses, you are prevented from giving and requiring the kind of work you believe your students ought to do because of students' (a) immaturity; (b) poor preparation; (c) not knowing how to study; (d) indifference or lack of interest; (e) aversion to consecutive concentrated work; (f) social diversions; (g) outside student activities; (h) presence of men and women in the same sections?
- 5—What suggestions have you for (a) improving the preliminary preparation of students; (b) adapting university work to the abilities of students?
- 6—What, if any, evidences do you see that students are helped too much, or too little, after reaching the university?
- 7—Do you consider present day students more able, equally able, less able to do university work than those of 10 years ago?
- 8—In what respects have the requirements of your work changed in 10 years because of students' ability?
- 9—Will you suggest ways in which each faculty member may most easily learn about the advance steps, plans and discussions of other departments than his own and of the other individual faculty members?
- 10—Will you indicate how general faculty meetings might be made of greater value to you?
- 11—Do you consider that outside employment helps or hinders university work in your field?
- 12—Do you feel that your committee assignments help or interfere with your instruction work? With your research work? With your other administrative work?
- 13—Have you suggestions as to reducing committee or clerical work by faculty members?
- 14—How if at all would you have the work of student advisers changed?
- 15—What do you believe to be the most important measure of the efficiency of university teaching?
- 16—By what "product" or "results" do you feel that your university work should be judged?
- 17—Will you state specifically what you have done to acquaint yourself with actual conditions and needs in Wisconsin that relate to the work of your department?
- 18—Under what difficulties, if any, are you working which interfere with your highest efficiency as faculty member?
- 19—What lines of university work would you like to do which your present program does not permit?
- 20—Are students expected to do too little work?
- 21—Are regular demands upon students by courses uniform?
- 22—Is enough attention given to English in other than English courses?
- 23—What maximum number of hours gives best instruction results?
- 24—What is the best proportion of instruction to research?
- 25—Where, if at all, are classes with both men and women undesirable?
- 26—Is the combination of graduates and undergraduates undesirable?
- 27—Is the semester the right unit for courses?
- 28—Do freshmen and sophomores see enough of the instructors of higher rank?
- 29—Are library facilities adequate?
- 30—Are student assemblies desirable?
- 31—Is work of related departments adequately correlated?
- 32—Should number of cuts be limited?
- 33—Should students be required to show that they have made up lost work?
- 34—Is there enough of application of theory to actual practice?
- 35—How should entrance requirements be modified?

For information address Wisconsin Efficiency Bureau, Madison, Wis.

University of Wisconsin Instructional Staff Contributes to Survey Facts

By answering 12 general questions

305 answers
Giving valuable facts and suggestions
Cited in special section, final report

By answering special questions

By letters
By work in 362 class exercises
By interviews
By statements made to classes
By earlier reports
By printed material, books, addresses,
etc

By answering the general questionnaire

502 faculty members answered
40 pages
185 questions under 20 general heads
Besides about 70 separate departmental
questions
Many wrote extensive elaborations
Numerous suggestions were made

These answers were keyed, compiled, tabulated
and summarized in the 60 university survey
reports; and except when marked confidential
are left among working papers for later study
if legislature or university wishes

Three Professors' Comments

"There have been three stages in faculty
attitude—(1) Indignation—(2) Amuse-
ment—(3) Interest"

"I am glad to have thought out these
questions"

"I have read more on education since these
questions came than in several years
before"

Everybody's Business

To help our state use the facts obtained by the university, normal,
and rural school surveys; and to promote state-wide
citizen interest in public business

Issued semi-weekly by the
No. 2 WISCONSIN EFFICIENCY BUREAU Dec. 30
Madison, Wisconsin 1914

Application for entry as second class matter at the post office at Madison pending

Inside Testimony about University of Wisconsin

*Geo Henry Crast Judson
University of Chicago
Chicago 80-
Jed*

Auto-Surveys

Oberlin—valuable comprehensive questions
Chicago—on lecture vs. recitation, etc.
Minnesota—now conducting an auto-survey
Iowa—beginning an auto-survey
Wisconsin—see details herewith

Would You and Your Staff

Want to be asked to help outline questions?

Want to be shown draft of questions in advance, in time for additions or change?

Want to be given opportunity through interviews to present your point of view and experience?

Want to have all findings of fact sent you and your board while in tentative form?

Want conferences offered for going over findings and original records with surveyors, securing new facts, etc.?

Want working papers, tabulations and basic data referred to by definite citation and either sent with reports or tendered to be available on request?

Want tentative suggestions and recommendations submitted to you and your board?

Want joint conferences with your board and the surveying body to hear reports, compare notes, ask questions?

Want either correction of survey reports, or statement giving your objection to survey findings with reasons and with fact reasons of surveyors for not accepting proposed changes?

Want every effort used by surveyors to secure a correct statement of facts which fits all the obtainable evidence?

This method was used throughout by the
University of Wisconsin Survey
from April through December, 1914

University Survey

Called for

By the legislature of 1913

Conducted by

The state board of public affairs

The governor

The secretary of state

The president pro tem of the senate

The speaker of the assembly

The chairman, finance committee,
senate

The chairman, finance committee,
assembly

Senator Hatton

Senator Sanborn

Mr. Humphrey

Mr. Miles C. Riley, acting secretary

Advisory Committee representing

Wisconsin Teachers' Association

American Society of Equity

State Medical Society

Wisconsin Bankers' Association

State Federation of Women's Clubs

State Federation of Labor

State Grange

Merchants and Manufacturers Association

Wisconsin Bar Association

Directors

Wm. H. Allen, New York City

E. C. Branson, University of North
Carolina (for agriculture)

Aided by

About forty investigators to be listed
in a later bulletin

For information address

WISCONSIN EFFICIENCY BUREAU

Madison, Wis.

Everybody's Business ⁷

To help our state use the facts obtained by the university, normal,
and rural school surveys; and to promote state wide
citizen interest in public business

Issued semi-weekly by the
No. 1 **WISCONSIN EFFICIENCY BUREAU** Dec. 26
Madison, Wisconsin 1914

Application for entry as second class matter at the post office at Madison pending

**If Your Work
Were To Be Surveyed**

*Green Henry Grant
University of Chicago
Chicago -
Ill
Indian*

Contents of Final Report

I—Purpose and method of the survey

II—What its state university means to Wisconsin

III—Earmarks of progress and efficiency

IV—Opportunities for increasing efficiency

V—The college of agriculture (E. C. Branson)

Exhibits—Detailed Reports Upon Which the Summary Was Based

- 1—Faculty replies (305) to 12 general questions
- 2—Supervision of instruction; hours given to supervising others' instruction; help received by 85 ranking instructors from president and dean
- 3—Efficiency of university teaching; classroom exercises described; teaching experience of faculty; time given to students by faculty in class, out of class in preparation for class; committee work; time given to instruction and research; working hours of typical week
- 4—Graduate work; distribution of graduates in classes with upper and lower classmen; opportunity for strictly graduate work; graduates with faculty connections; eight doctor of philosophy theses analyzed for workmanship, accuracy, scholarship and originality
- 5—Effect of research upon teaching efficiency (a symposium of 54 investigators, administrators and supervisors of research throughout the country)
- 6—The student adviser—comments of 215 faculty members; survey report
- 7—The catalogue—needed improvements
- 8—Helping students find room and board
- 9—Out of state students in women's dormitories
- 10—Attention to English in other than English classes
- 11—Compulsory and elective English courses
- 12—Questions prompted by the status of foreign languages
- 13—183 different bases for grading; a university publication on university and high school grading
- 14—The elementary course in chemistry
- 15—Question regarding the college of engineering: suggestions from students; opportunity for the Cincinnati cooperative plan
- 16—University extension division (by Prof. Paul H. Neystrom, Minnesota)
- 17—Municipal reference bureau (by Dr. E. A. Fitzpatrick, secretary, Committee on Practical Training for Public Service)
- 18—Are student assemblies desirable?
- 19—Effect of social diversions on students as reported by the faculty
- 20—Changes in ability of students in 10 years; changes in course requirements to meet changes in ability of students
- 21—Inspecting and accrediting high schools
- 22—Finding positions for students wishing to teach
- 23—Provision for training teachers; department of education; characteristics of teaching observed; investigation leading to establishment of a university high school for demonstration and practice; management of high school; records; course of study; sanitary conditions; equipment; president's comment upon survey guide to original records
- 24—Faculty machinery for government and investigation; how faculty meetings might be made more helpful (comments by faculty members); faculty minutes; educational and administrative questions before the faculty; five illustrations of how the faculty investigates; departmental meetings (from chairmen's answers)
- 25—Official record of students enrolled; incomplete, inaccurate; number of students in 1,541 classes
- 26—Small classes of one, two, etc., one to five, one to ten; official record not used when seeking appropriations, making budgets or assigning rooms; salary cost
- 27—Space used and unused in university buildings; suggested changes in method of recording use and assigning space; questions regarding plans for new buildings
- 28—Accounting director's answers to survey's questions regarding profit and loss on two dormitories and commons, and methods of accounting
- 29—Publicity by the university, summer 1914
- 30—Laws and by-laws of regents—suggested changes to increase efficiency and directness
- 31—Official board of visitors; annual report for 1914; reception by regents; questions as to method used
- 32—Provision for pensioning professors; suggested that state assume responsibility for pensioning professors and for studying problems of educations
- 33—How the university budget is made; suggestions for increasing definiteness of estimates and amount of consideration—particularly for including comparisons of educational and financial facts in budget explanations
- 34—How per capita cost of instruction is computed
- 35—How the regents investigate
- 36—Principal recommendations in detailed sections, not included in the summary or in **exhibit 30**

Chief Sources of Information

- 1—500 faculty members answered 185 questions and made innumerable suggestions
- 2—Special sets of questions were answered by department chairmen, deans, extension division, etc
- 3—9,500 final examination books were used, several hundred critically examined
- 4—Annual and special reports to and by regents were analyzed
- 5—Budget requests for two bienniums were analyzed
- 6—The budget for 1914-15 was studied in detail
- 7—Methods of investigation by regents, by administrative officers for regents and by faculty for faculty were analyzed as shown in 11 special reports of importance
- 8—432 visits were paid to 362 classes of teaching members
- 9—Methods of publicity were analyzed
- 10—Term records of hours of instruction, number of students of each class per course, etc. were analyzed
- 11—Charts drawn showing, for each hour of each day for each of two semesters, rooms used and not used
- 12—Returns from over 2,500 students were studied, about 300 written directly to the survey, 2,200 to the university board of visitors
- 13—Agricultural college was studied through records and field work by Prof. E. C. Branson
- 14—Suggestions from faculty, city and county school superintendents, high school principals, editors, and others in answer to 12 general questions sent out at the beginning of the study
- 15—Official records, documents, accounts, interviews, correspondence, university comments on survey instalments of detailed reports, conferences regarding these instalments, bibliography to date of books and articles on college efficiency, letters from students of education, supervisors of research, state superintendents of instruction, college presidents, etc., complete the fact base for survey reports

For following up the survey the Wisconsin Efficiency Bureau is sending you this card

Everybody's Business

To help our state use the facts obtained by the university, normal, and rural school surveys; and to promote state wide citizen interest in public business

No. 3	Issued semi-weekly by the WISCONSIN EFFICIENCY BUREAU Madison, Wisconsin	Jan. 2 1915
-------	--	----------------

Application for entry as second class matter at the post office at Madison pending

Contents

of the
University Survey Report
on the
University of Wisconsin

*Harry P. Judson,
H. of Chicago,
Chicago,
Ill.*

How the Surveys Have Been Conducted

Cooperation normal schools and university was sought

- In framing questions
- In answering questions
- In reviewing answers and working papers
- In considering suggestions and summary findings

Every statement of fact was submitted in advance of final formulation

- For comparison with records studied and quoted
- For elaboration or modification by further facts
- To insure completeness so far as possible
- To insure accuracy so far as possible
- To insure agreement as to the facts

Every suggestion, criticism, or recommendation was submitted in advance of final formulation

- To insure full hearing for all points of view
- To insure the fullest possible statement of normal school and university experience and judgment

To whom were advance reports sent?

- To the university board of regents
- To the university board of visitors
- To administration officers of the university
- To faculty members appointed by the president
- To the survey advisory committee
- To the state board of public affairs
- Similarly
- To the normal school presidents
- To the normal school regents

Wherever there was not at first agreement as to facts

- Conferences were sought
- Original records were compared with reports
- Modifications were made where comparison showed that first statement was not correct or complete

The Final Reports

- Were submitted by the directors December 1st
- Have been reviewed and commented upon by the university and the normal schools
- Were taken up in joint conference December 16 and 18

12 General Questions re The University

1. What if anything is the University of Wisconsin undertaking that the state as a whole does not wish it to do?
2. What if anything is the University failing to undertake which the state wishes it to do?
3. Is the University doing well enough what it does?
4. Is it doing inexpensively enough what it does?
5. What parts of its work, if any, are inadequately supported?
6. What parts of its work are out of proportion—too large, too small—to its program as a whole?
7. Is the state's support of the University proportionate or disproportionate to state support of other public educational activities?
8. Is the University's business management—in policy, planning, purchasing, supervising, checking and reporting—adequate and efficient?
9. Does the legislative policy in dealing with the University and other educational activities reflect adequate information and efficient use of information?
10. What is the University's relation with, and influence upon, the rest of the state's system of public education?
11. What are the standards of living—social and economic—in the university?
12. What not-yet-met needs of the state which the University might meet and what opportunities for retrenchment or increased efficiency should be reported to the next legislature?

60 detailed sections, plus tabulation sheets, correspondence and other original records support the summary's answer to these questions

For details address

UNIVERSITY SURVEY,
Capitol, Madison, Wis.

Surveys of the University of Wisconsin and Eight State Normal Schools by the State Board of Public Affairs

Directors University Survey

WM. H. ALLEN
New York City
E. C. BRANSON, for Agriculture
Chapel Hill, N. C.

Normal School Survey

A. N. FARMER
Madison, Wis.

President H. P. Judson
University of Chicago
Chicago

MADISON



84

Everybody's Business

To help our state use the facts obtained by the university, normal, and rural school surveys; and to promote state-wide citizen interest in public business

No. 4 Issued semi-weekly by the Jan. 6
WISCONSIN EFFICIENCY BUREAU 1915
Madison, Wisconsin

Application for entry as second class matter at the post office at Madison pending

What Will Taxpayers Do About Normal and University Surveys?

One Harry Pratt Judson
Wm. J. Ducazo
Ducazo
Wm. J. Ducazo

If you want to help see that the surveys are followed up, please write

WISCONSIN EFFICIENCY BUREAU
MADISON, WIS.

Wisconsin Has Obtained

More facts about its rural schools than any other state, except Ohio, has yet obtained

More facts about its eight normal schools than any other state has ever obtained

More facts about its state university than any other state has ever obtained or sought

Specific facts about next steps that should be taken for promoting its publicly supported education

Every Citizen in Wisconsin

Has a **right** to these facts

Has a **need** for these facts

Has a **use** for these facts

Has an **opportunity** and **obligation**
to see straight
to keep from being confused
to think straight
to explain facts to others
to demand action in accordance
with the facts

Who Is In Best Position to Help ?

You

Editors

School superintendents and
teachers

Chambers of Commerce

Women's clubs

Civic agencies

If you want to help get survey facts used

Write to

WISCONSIN EFFICIENCY BUREAU

MADISON, WIS.

Seven Tests of Surveys

- 1—Are their statements true?
- 2—Is their scope broad?
- 3—Do they reach fundamentals?
- 4—Are they easily understandable?
- 5—Are their conclusions sound?
- 6—Are their recommendations
definite?
helpful?
fundamental?
- 7—Are they used by the public
which pays for them?

To help apply these seven tests
the Wisconsin Efficiency Bureau is
organizing

**As an influential part of the
Wisconsin public will you
study the normal and uni-
versity survey reports and
apply these seven tests?**

**WISCONSIN EFFICIENCY BUREAU
Madison, Wis.**

Chicago, January 11, 1915

Gentlemen:-

Circular letters have been coming with regard to the normal and university surveys in the University of Wisconsin, and President Judson is interested to know the present status of that subject.

Yours very truly,

Private Secretary

Wisconsin Efficiency Bureau,
Madison, Wisconsin.

Survey

Chicago, January 11, 1915

Gentlemen:-

Circular letters have been coming with
regard to the normal and university surveys in the
University of Wisconsin, and President Johnson is
interested to know the present status of that subject.

Yours very truly,

Private Secretary

Wisconsin Efficiency Bureau,
Madison, Wisconsin.

THE WISCONSIN EFFICIENCY BUREAU

TO PROMOTE STATE-WIDE CITIZEN INTEREST IN PUBLIC BUSINESS

L. M. WILSON, ACTING DIRECTOR

MADISON, WISCONSIN

Feb. 1, 1915.

Mr. I. E. Lapham,
University of Chicago,
Chicago, Ill.

Dear sir,

We have your letter regarding the present status of the reports of the University of Wisconsin and of the normal schools of the state. These reports were put in the hands of the State Board of Public Affairs by the Directors of the Surveys in December. They are now being prepared by the Board for publication. They will be ready for distribution within a short time. You may learn about distribution to persons outside of Wisconsin by writing to the State Board of Public Affairs. It is probable that a charge will be made, how much has not been determined. You may secure such information from the Board of Public Affairs, Madison.

Kindly let us know if there is anything that we may be able to do for you.

Very truly yours,

L. M. Wilson
Acting Director

THE WISCONSIN EFFICIENCY BUREAU

TO RECEIVE STATEWIDE CITIZEN INTEREST IN PUBLIC AFFAIRS

Feb. 1, 1918.

MADISON, WISCONSIN

J. M. WILSON, ACTING DIRECTOR

Mr. I. E. Japhan,

University of Chicago,

Chicago, Ill.

Dear Sir:

We have your letter regarding the present status of the reports of the University of Wisconsin and of the normal schools of the state. These reports were put in the hands of the State Board of Public Affairs by the Directors of the Survey in December. They are now being prepared by the Board for publication. They will be ready for distribution within a short time. You may learn about distribution to persons outside of Wisconsin by writing to the State Board of Public Affairs. It is probable that a change will be made, how much has not been determined. You may secure such information from the Board of Public Affairs, Madison.

Sincerely, let us know if there is anything

that we may be able to do for you.

Very truly yours,

J. M. Wilson,
Acting Director