

CROSS REFERENCE SHEET

Name or Subject

Wilkins, E. H.

File No.

Regarding

Date

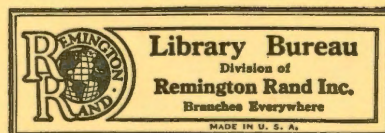
SEE

Name or Subject

Library Commission
Dean of Undergraduates
Committee Better Yet

File No.

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

CROSS REFERENCE SHEET

File No.

Williams, E. B.

Name or Subject

Date

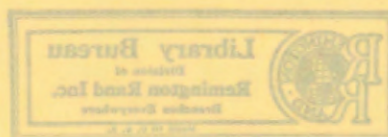
Regarding

SEE

File No.

Library Commission
Dean of Undergraduates
Committee Better Yet

Name or Subject



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

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

The University of Chicago

The Colleges of Arts, Literature, and Science

*draft returned to
Mr. Wilkins with comment.*

G 2

335241

October 15, 1923

Dear President Burton:

I enclose herewith a draft of a letter which I am planning to have sent by the individual Deans to the parents or guardians of all new students in the Colleges of Arts, Literature, and Science. The form sent you is for men students; an equivalent form will be used for women students; and an equivalent for ~~for~~ those who must be referred to as wards.

I am planning to have this letter prepared this week, but before sending it to be multigraphed, I shall be glad to receive from you any suggestions in this connection that may occur to you.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges.

EHW:GKB

678
The University of Chicago
The College of Arts, Literature, and Science
Mr. William Wilson

335241

October 12, 1923

Dear President Burton:

I enclose herewith a draft of a letter which I am planning to have sent by the individual Deans to the parents or guardians of all new students in the Colleges of Arts, Literature, and Science. The form sent you is for men students; an equivalent form will be used for women students; and an equivalent for those who must be referred to as wards.

I am planning to have this letter prepared this week, but before sending it to be multiplicated. I shall be glad to receive from you any suggestions in this connection that may occur to you.

Very truly yours,

Ernest H. Wilson

Dean of the Colleges.

ENH:GKB

G 2

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

OFFICE OF THE DEAN

335296

October 19, 1923

President E.D. Burton
Harper Library

Dear President Burton:

You will, I think, be interested
in the inclosed copies of the card and a
covering letter such as those which are
being sent out today to all instructors
in the College of Arts, Literature, and
Science.

Very truly yours,

Ernest H. Wilkins
e.s.
Dean of the Colleges

EHW/ES

62

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

OFFICE OF THE DEAN

335296

October 19, 1923

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Harper Library

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You will, I think, be interested
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covering letter such as those which are
being sent out today to all instructors
in the College of Arts, Literature, and
Science.

Very truly yours,
Ernest A. Wilson
Dean of the Colleges

EW/ES

G2

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

OFFICE OF THE DEAN

October 19, 1923

TO ALL INSTRUCTORS IN THE COLLEGES OF ARTS, LITERATURE,
AND SCIENCE:

It is the belief of the College Deans that the ablest students deserve special consideration, both from instructors and from administrative officers, in even higher measure than the less able students.

We are planning to study during the present college year the possibilities for special encouragement and development of the ablest students; we should be very glad to receive suggestions from you; and we hope to make suggestions to you from time to time.

To help us in the work of gathering evidence with regard to the ablest students, will you be so kind as to fill out and return to me on Wednesday, October 24, (or as soon thereafter as you may be able to form an opinion) one of the enclosed cards for each student in your classes who at that time seems to you to be doing work of A or A- grade?

Very truly yours,

ERNEST H. WILKINS.

Dean of the Colleges.

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

October 12, 1923

TO ALL INSTRUCTORS IN THE COLLEGE OF ARTS, LITERATURE,
AND SCIENCE:

It is the belief of the College Deans that
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opinion) one of the enclosed cards for each student in your
classes who at that time seems to you to be doing work of

A or A- grade?

Very truly yours,

ERNEST H. WILKINS.

Dean of the College.

The University of Chicago

REPORT OF EXCELLENT WORK

Name of Student:

Course:

Remarks:

Name of Instructor:

OCT 22 1923

THE UNIVERSITY OF CHICAGO

LIBRARY OF THE UNIVERSITY OF CHICAGO

1941

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

OFFICE OF THE DEAN

Colleges

January 8, 1924

President E. D. Burton,
Faculty Exchange.

Dear President Burton:

I think you will be interested in the results of a study regarding the later performance of students readmitted to the Colleges after a previous dismissal for poor work.

Very soon after I began work a number of cases came to my attention in which readmitted students were doing very poorly, and I formed a tentative opinion that our policy with regard to readmissions had been very much too lax. I therefore asked the Examiner to make a study of the performance of students readmitted in the last four years.

The results, as indicated upon the mimeographed sheet enclosed herewith, are very striking.

During the last four years, 64 students were readmitted after dismissal (not counting eleven who were given permission to return but never came). Of these 64 students, 51 were dismissed a second time or withdrew. Nine graduated and four still remain in college.

As the chart at the bottom of the mimeographed sheet indicates, the chances that a student dismissed after one quarter of residence will, if readmitted, succeed in graduating, are only as 12 to 310; the chances that a student dismissed after two quarters of residence will, if readmitted, succeed in graduating, are only as 6 to 127, etc.

In the interpretation of these figures, moreover, it is to be born in mind that readmitted students, by the very fact of their limitations,

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

Office of the Dean

January 8, 1954

President E. D. Burton
Faculty Exchange

Dear President Burton:

I think you will be interested in the re-
sults of a study of the Faculty Exchange at
the University of Chicago after a previous
attempt for four years.

Very soon after I began work a number of
cases came to my attention in which residents ap-
parently were doing very poorly, and I formed a tentative
opinion that the policy with regard to residents
might have been very much too lax. I therefore asked
the Director to make a study of the performance of
residents registered in the last four years.

The results, as indicated upon the memo-
randa attached herewith, are very striking.

During the last four years, 64 students
were registered after dismissal (not counting eleven
who were given permission to return but never came).
Of these 64 students, 61 were dismissed a second
time or withdrew. Nine graduated and four still re-
main in college.

As the chart at the bottom of the memo-
randa shows, the results are very striking. The
dismissed after one semester of residence will, in
general, succeed in graduating, are only as 13 to
100. The students who a second time dismissed after two
quarters of residence will, in general, succeed in
graduating, are only as 6 to 100, etc.

In the interpretation of these figures,
however, it is to be born in mind that residents
suffered, at the very least of their limitations.

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

OFFICE OF THE DEAN

demand an inordinate amount of instructional and administrative care and time. This is a very serious matter, for since the total amount of instructional and administrative care and time is limited by the hours of the day and the strength of instructors and administrators, the amount withdrawn for the service of these students of less promise prevents the giving of due care and time to the students of greatest promise, who in themselves and because of their promise of contributing to the welfare of society, deserve all the care and time that can possibly be spent on them.

In view of these facts, our policy with regard to readmission has now become more strict and we are granting readmission only in cases in which the probability that the student will make good can be proved to be exceptionally strong.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW-ek

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

OFFICE OF THE DEAN

demand an excessive amount of professional and administrative time and time. This is a very serious matter for since the total amount of instructional and administrative time and time is limited by the hours of the day and the amount of instruction and administration. The amount of instruction for the average of these students of less than five years the giving of the course and time to the students of highest quality, who in themselves and because of their promise of contributing to the welfare of society, deserve all the care and time that can possibly be spent on them.

In view of these facts, our policy with regard to reduction has now become more strict and we are granting reduction only in cases in which the probability that one student will make good can be proved to be exceptionally strong.

Very truly yours,

Ernest H. Williams

Dean of the College

EW-44

SOME DATA ON READMITTED STUDENTS

Nov. 28, 1923

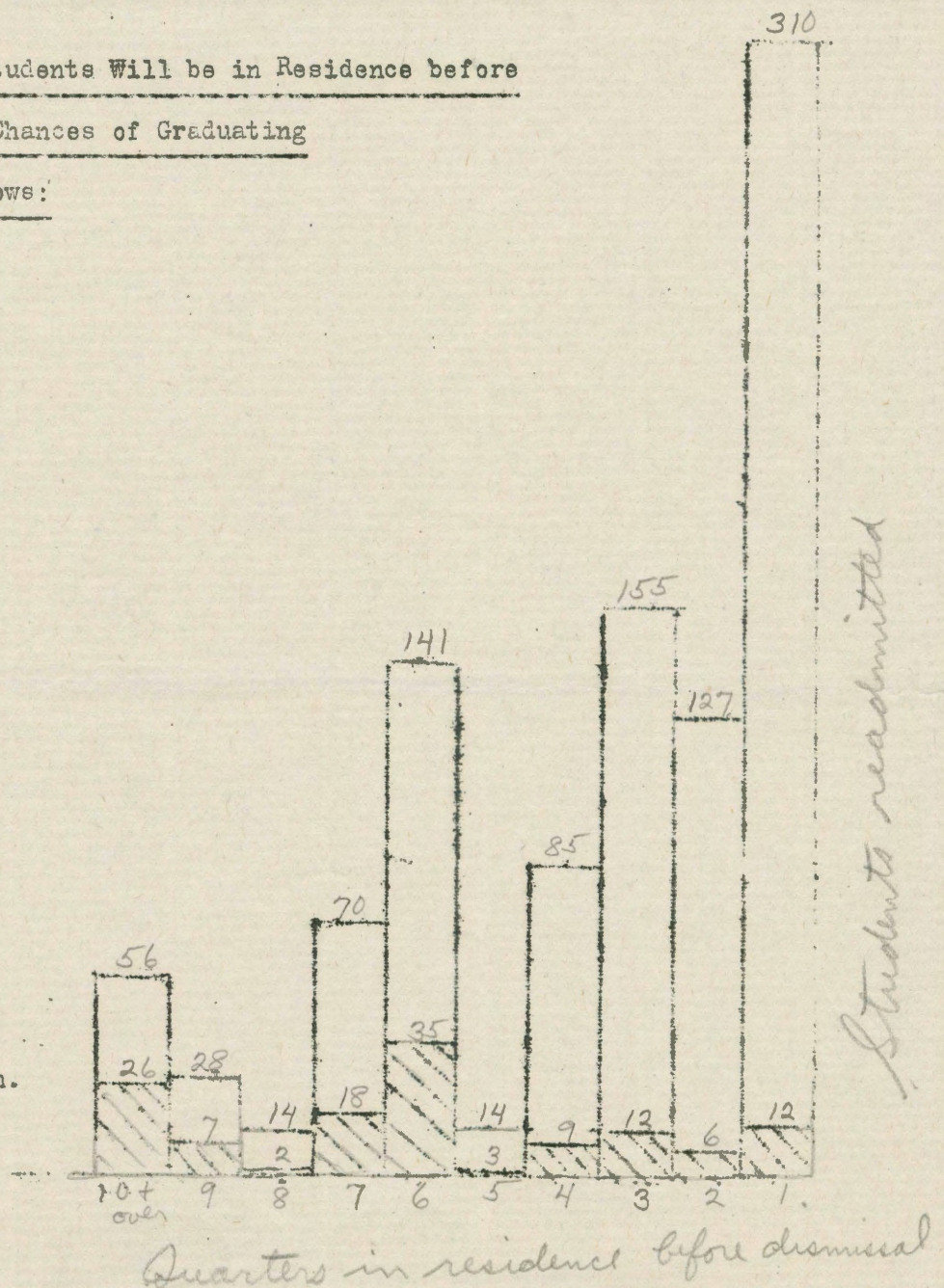
Readmissions for four years in Arts, Literature and Science.

Did not return	11	14.7%
Dismissed 2nd time	42	56.0%
Withdrew	9	12.0%
Graduated	9	12.0%
In residence	4	5.3%
	75	100%

One thousand Readmitted Students Will be in Residence before
Dismissal and have Chances of Graduating
as Follows:



Will graduate
after readmission.

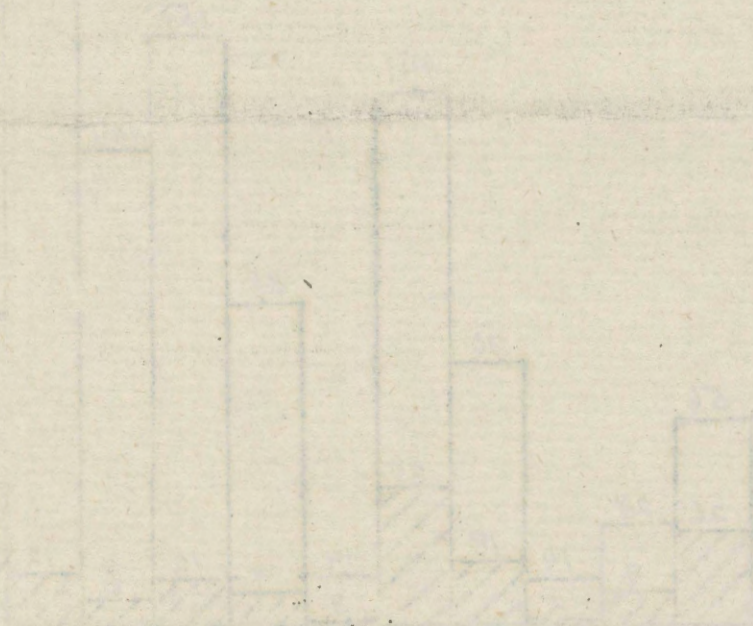


Nov. 28, 1953

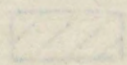
Recommendation for four years in active duty, with promotion and release.

1. The following information was obtained from the file of the subject:
 2. The subject was born on 11-11-1917 at [redacted]
 3. The subject was educated at [redacted]
 4. The subject was employed by [redacted]
 5. The subject was married on 10-10-1940 to [redacted]
 6. The subject has one child, [redacted]
 7. The subject has no other relatives.
 8. The subject is a member of the [redacted]
 9. The subject is a member of the [redacted]
 10. The subject is a member of the [redacted]

The following information was obtained from the file of the subject:
 The subject was born on 11-11-1917 at [redacted]
 The subject was educated at [redacted]
 The subject was employed by [redacted]
 The subject was married on 10-10-1940 to [redacted]
 The subject has one child, [redacted]
 The subject has no other relatives.
 The subject is a member of the [redacted]
 The subject is a member of the [redacted]
 The subject is a member of the [redacted]



All figures
 after reduction



G 2

(COPY FOR PRESIDENT BURTON)

January 9, 1924

Mr. C. C. Boone
American Can Company
Monroe Building
104 Michigan Blvd.
Chicago, Illinois

Dear Mr. Boone:

President Burton has referred to me your letter of January 2.

I am exceedingly sorry that a misunderstanding or a semblance of injustice should have arisen; and have asked Dean Whittlesey for his statement of the case. He says

The facts which President Burton calls for in his letter concerning Daniel Boone are essentially as stated in the letter addressed to the President by Mr. C. C. Boone except in one point. I did not at any time state that the student would be re-admitted after six months at Lewis. My earnest advice was that he should work for a year. I hoped that a year's brushing up against the cold facts of the business world might sober him up. He disregarded this advice and went to Lewis for two quarters. I did tell him that if he went to Lewis for two quarters and there maintained a high average, he might petition for re-admission. Under such circumstances I am always extremely careful to state that I cannot foretell the results of such a petition. Although I cannot remember whether I made this statement to Mr. Boone or not, I see no reason why, in the course of a conference which lasted forty minutes, I should have failed to make it since it is my rule.

Before considering other aspects of the case, may I ask whether this statement seems to you to be incorrect in any particular?

Very truly yours,

EHW.B

Dean of the Colleges

(COPY FOR PRESIDENT BURTON)

January 2, 1924

Mr. C. C. Boone
American Can Company
Monroe Building
104 Michigan Blvd.
Chicago, Illinois

Dear Mr. Boone:

President Burton has referred to me your letter of January 2.

I am exceedingly sorry that a misunderstanding or a semblance of injustice should have arisen and have asked Dean Whittless for his statement of the case. He says

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Before considering other aspects of the case, may I ask whether this statement seems to you to be incorrect in any particular?

Very truly yours,

Dean of the Colleges

END

January 12, 1924.

My dear Mr. Wilkins:

The statements in your letter of January 8th with reference to the results of readmission of dismissed students are certainly very striking. They seem to me not only to point to caution in the matter of readmission, but to speak even more highly, if possible, in favor of our newest plans for selective admission. I suppose our ideal - impossible ever to attain, but still our ideal - would be no dismissals after admission, because students would have been so carefully selected that there would be 100% of successful work after admission.

I am not quite sure that a figure of 12% of graduations and 5% for those still in residence with the possibility of graduation is a decisive argument against readmission, but it certainly points toward the greatest caution in readmitting students once dismissed for unsatisfactory work.

Yours very truly,

Dean E. H. Wilkins,

Faculty Exchange.

President.

EDB:AW

January 12, 1924.

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admission. I suppose our ideal - impossible ever to
attain, but still our ideal - would be no dismissals
after admission, because students would have been so
carefully selected that there would be 100% of success-
ful work after admission.

I am not quite sure that a figure of 12% of gradua-
tions and 2% for those still in residence with the possi-
bility of graduation is a decisive argument against
readmission, but it certainly points toward the greatest
caution in readmitting students once dismissed for
unsatisfactory work.

Yours very truly,

Dean E. H. Wilkins,

President.

Faculty Exchange.

EDB:AW

G 2

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:

Thank you for your letter of April 22, with regard to the Activities staff.

The appointment of such a staff, comprising at least a Director of Activities, a Director of Publications, a Director of Dramatics, and a Student Auditor, seems to me absolutely indispensable. The appointment of a Director of Music must now apparently wait for another year in any case; and the appointment of a Director of Public Speaking is not so imperative as appointment of the other Directors.

It is conceivable that the Director of Activities might also serve as Director of Publications and Director of Dramatics, but in that case the Director of Activities would presumably have to be a full-time man, so that there would be little saving in the combination of the functions.

Though I sincerely desire to continue as Dean at least through next year, it would be simply impossible for me to do so unless the immediate responsibility for the activities burden can be shifted to other shoulders. To undertake again the full burden I have carried this year would be to incur a strong probability of physical breakdown which it would be wrong for me to risk.

It is my earnest hope that a favorable decision in this matter may be reached very soon, both in order that the search for the right man may be begun, and for the sake of the immediate tonic effect on undergraduates and alumni. I am to address the Chicago alumni on May 8. If I might at that meeting announce the adoption of a plan for an activities staff, it would, I think, have a strategic effect, both with regard to the general attitude of the alumni, and with regard to their participation in the campaign.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

April 28, 1934

President E. D. Burton
Harvard Library

Dear President Burton:

Thank you for your letter of April 25, with regard to
the Activities staff.

The appointment of such a staff, comprising at least a
Director of Activities, a Director of Publications, a Director
of Dramatics, and a Student Auditor, seems to me absolutely
indispensable. The appointment of a Director of Music must now
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Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EW:ES

G-2

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

OFFICE OF THE DEAN

April 30, 1924

Sent from PRESIDENT'S OFFICE

MAY 5 - 1924

to Mr. Butler

Upon return send to FILES

Received files MAY 7 - 1924

President E.D. Burton
Harper Library

Dear President Burton:

There has been for some years a very widespread dissatisfaction with the grading system now in use in the colleges--not only the Colleges of Arts, Literature, and Science, but the other undergraduate colleges as well. We have a system which calls for seven distinct grades above the passing mark. The effect of this system upon both students and instructors has long seemed to many of us undesirably mechanistic. In the autumn I appointed a committee of Deans to study the question of the revision of the grading system, and at about the same time the School of Education appointed an independent committee.

These two committees recently completed their independent studies, and have come out at almost exactly the same point.

It is of course desirable that whatever system may be adopted should be adopted by Education, Commerce and Administration, and Arts, Literature, and Science together.

I have therefore called an informal conference of the two committees together with Mr. Payne and representatives of C. & A., and at the close of that conference appointed a joint committee, consisting of Dean Whittlesey, chairman; Dean Jones; Dean Spencer; Mr. Mints; Mr. Buswell; Mr. Freeman, and Mr. Payne, to prepare a joint recommendation to be laid before the three faculties concerned, at a joint meeting.

I think it would be desirable if you would designate this committee as a President's committee to report to such a meeting, since the committee as now constituted is strictly informal, in view of the fact that my authority does not extend over C. & A. and Education.

If you approve, and will so inform me, I will convey notice of your appointment to the members of the committee.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

67
Sent from THE UNIVERSITY OF CHICAGO
MAY 5 - 1924
ALL INFORMATION
UPON REQUEST SEND TO FILE
MAY 7 - 1924

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

OFFICE OF THE DEAN

April 30, 1924

President H. D. Burton
Harper Library

Dear President Burton:

There has been for some years a very widespread dissatisfaction with the grading system now in use in the colleges—not only the College of Arts, Literature, and Science, but the other undergraduate colleges as well. We have a system which calls for seven distinct grades, the passing mark. The effect of this system upon both students and instructors has long seemed to many of us unduly mechanistic. In the autumn I appointed a committee of Deans to study the question of the revision of the grading system, and at about the same time the School of Education appointed an independent committee.

These two committees recently completed their independent studies, and have come out at almost exactly the same point.

It is of course desirable that whatever system may be adopted should be adopted by Education, Commerce and Administration, and Arts, Literature, and Science together.

I have therefore called an informal conference of the two committees together with Mr. Payne and representatives of U. & A., and at the close of that conference appointed a joint committee, consisting of Dean Whitley, chairman; Dean Jones; Dean Spencer; Mr. Winter; Mr. Brewster; Mr. Freeman; and Mr. Payne, to prepare a joint recommendation to be laid before the three faculties concerned, at a joint meeting.

I think it would be desirable if you would designate this committee as a President's committee to report to such a meeting, since the committee as now constituted is strictly informal, in view of the fact that my authority does not extend over U. & A. and Education.

If you approve, and will so inform me, I will convey notice of your appointment to the members of the committee.

Very truly yours,

Ernest H. Williams

Dean of the College

NEW/MS

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

OFFICE OF THE DEAN

May 14, 1924

President E.D. Burton
Harper Library

Dear President Burton:

I should like to raise a point of administrative procedure as a theoretical problem which is quite likely soon to become a very practical problem.

There are certain matters, such as the revision of the grading system, which concern alike the Colleges of Arts, Literature, and Science; the College of Education; and the School of Commerce and Administration. It is quite clear that in such a matter it is eminently desirable, indeed virtually necessary, that the procedure in the three branches be uniform.

This brings up, however, a very real difficulty.

Shall it be necessary for the adoption of a plan which thus affects all three institutions that each of the institutions shall approve the plan; or shall a majority vote in a joint faculty meeting suffice to establish the plan for all three institutions?

You will realize that if the first of these two methods of procedure should prevail, that a plan of reform which might be desired unanimously in the Colleges of Arts, Literature, and Science, where 2700 students are concerned, might be blocked by the action of the College of Education or of the School of Commerce and Administration, or of both together, although the total number of ^{undergraduate} students concerned in those two institutions is only 500 or so.

On the other hand, if the decision should be made on the basis of a majority vote in a combined faculty meeting, the imposition of the will of the majority might seem to work an undue hardship upon the two smaller schools if they took a position on the matter different from that of the Colleges of Arts, Literature, and Science.

I should be very glad to have your ruling in this matter at your early convenience.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

May 14, 1934

President E. D. Burton
Harvard University

Dear President Burton:

I should like to raise a point of administrative procedure as a theoretical problem which is quite likely soon to become a very practical problem.

There are certain matters, such as the revision of the grading system, which concern all the Colleges of Arts, Literature, and Science; the College of Education; and the School of Commerce and Administration. It is quite clear that in such a matter it is eminently desirable, indeed virtually necessary, that the procedure in the three branches be uniform.

This brings up, however, a very real difficulty.

Should it be necessary for the adoption of a plan which affects all three institutions that each of the institutions shall approve the plan; or shall a majority vote in a joint faculty meeting suffice to establish the plan for all three institutions?

You will realize that if the first of these two methods of procedure should prevail, that a plan of reform which might be desired unanimously in the Colleges of Arts, Literature, and Science, where 2500 students are concerned, might be blocked by the action of the College of Education or of the School of Commerce and Administration, or of both together, although the total number of students concerned in those two institutions is only 500 or so.

On the other hand, if the decision should be made on the basis of a majority vote in a combined faculty meeting, the imposition of the will of the majority might seem to work an undue hardship upon the two smaller schools if they took a position on the matter different from that of the Colleges of Arts, Literature, and Science.

I should be very glad to have your ruling in this matter at your early convenience.

Very truly yours,

Ernest H. Williams

Dean of the Colleges

EW/ES

62

May 15, 1924

My dear Mr. Wilkins:

Upon the question of administrative procedure, raised in your letter of May 14, it seems to me necessary to answer as follows:

There being no such body as a Joint Faculty of the Colleges, a vote of a joint meeting taken by individuals would not be legally binding on anybody. In other words, it is necessary, in case of such a vote that the action thus taken in joint meeting should be approved by the separate faculties. The action of a joint meeting would be in the nature of a recommendation to these faculties.

Mr. S. H. Wilkins
University of Chicago

In case the faculties voting separately should not take the same action, these facts should be called to the attention of the Senate if the matter is of such a character that uniformity of action is desirable. The procedure in the Senate would then be in accordance with the rules of that body as contained in Article II, Section 2 of the Statutes.

Of course I should hope that a case such as I have just supposed would never arise, ^{but} the discussion in a joint faculty meeting would result in such a general

52

May 12, 1934

My dear Mr. Wilkins:

Agreement as to the desirable procedure that each of the several faculties would then conduct in the action of the joint faculty, and that if there were still a difference of voice, further conference might lead to an adjustment. In case, however, that there were still, after all such efforts, a difference of opinion, the matter would have to be, I should think, as above dealt with. In other words, in case of such a vote that the action that took place in the meeting should be approved by the separate faculties. The action of a joint meeting would be in the nature of a recommendation to these faculties.

Mr. E. H. Wilkins
University of Chicago

Not like the same action, these facts should be called to the attention of the Senate if the matter is of such a character that uniformity of action is desirable. The procedure in the Senate would then be in accordance with the rules of that body as contained in Article II, Section 2 of the Statutes.

Of course I should hope that a case such as I have just supposed would never arise, the discussion in a joint faculty meeting would result in such a general

EDB:HP

2.

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Very truly yours,

Mr. E. H. Wilkins
University of Chicago

EDB:HP

2.

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of the joint faculty; and that if there were still a
difference of vote, further conference might lead to
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still, after all such efforts, a difference of
opinion, the matter would have to be, I should think,
as above dealt with.

Very truly yours,

Mr. W. H. Wilkins
University of Chicago

EDB:HP

G2

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

OFFICE OF THE DEAN

May 16, 1924

President E.D. Burton
Harper Library

Dear President Burton:

I am inclosing herewith a copy of a statement which I am planning to send to the Maroon, and through Mr. Goodspeed's office to the daily papers.

You will, I know, be greatly pleased, as all of us are, at the showing thus made, for the decrease in dismissals does not indicate the slightest lowering of standards, but is rather contemporary with a steady raising of standards; and the cumulative saving of serious or even tragic educational disappointment is very notable.

I desire also to call your attention especially to the fact that this decrease in dismissals means a very considerable financial saving to the University. If you will bear in mind the fact that each person thus saved to the University pays each Quarter a tuition fee of \$75, you will see, I believe, that the sum of money thus saved to the University in the course of a year is greater than the sum devoted this year to administrative improvement.

In other words, the increase in the staff of Deans has justified itself not only as an educational proposition, but as a financial proposition.

Finally, I desire to point out at this time what I have felt very strongly all through the year,--that the work of the individual Deans, of which this showing is a primary result, has been by far the greatest real progressive contribution of the year in the colleges.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

THE UNIVERSITY OF CHICAGO

THE COLLEGE OF ARTS, LITERATURE, AND SCIENCE

OFFICE OF THE DEAN

MAY 16, 1934

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Harper Library

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Ernest H. Williams

Dean of the Colleges

EW/RS

STATEMENT FOR THE MAROON
MAY 19

Reduction in Number of Dismissals Indicates
Improvement

Statistics recently compiled by Dean Tufts show a very remarkable decrease in the number of dismissals during the current year.

In the year 1922-3, 108 Freshmen were dismissed because of poor work at the ends of the Autumn and the Winter Quarters, whereas during the current year at the ends of the Autumn and the Winter Quarters only 56 Freshmen were dismissed.

Similarly, in 1922-3, 83 students in the three upper classes were dismissed because of poor work at the ends of the Autumn and the Winter Quarters, whereas in the current year only 56 such students have been so dismissed. In all, therefore, the total dismissals for the present year are 112 instead of 191.

This decrease in dismissals means a really tremendous saving of educational energy, and the conservation for college education of many students who might otherwise have been lost.

Dean Wilkins, in commenting on the decrease in dismissals, said in the first place that it is the more notable because it is contemporary with the steady raising of standards. He expressed the opinion that it was due to three causes: (1) To the increase in the staff of Deans and the higher degree of individual attention which it has been possible for the Deans to give this year to their students; (2) to the general endeavor which has this year been marked in various ways to emphasize the primary importance of study in the life of the colleges; (3) to the plan of selective admission which became partially operative last summer.

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February 28, 1925.

PG

My dear Dean Wilkins:

I have read with care yours of February 18. The work which you propose is eminently desirable, and the only questions that I think could arise concerning it are two: first, the ever-present financial matter, which I hope we could take care of presently, if not immediately; and second, whether in giving up the Dean's office to return to research and teaching and publication in the Graduate School you ought at the same time to burden yourself with this amount of work of an administrative character. Perhaps also the congeniality of the work to you would be somewhat affected by the decision of the question who your successor is to be. Manifestly, the work which you suggest would have to be begun in very close relationship with the man who should occupy your present office.

May I then bring up the question which I touched upon in conversation with you the other day, and inquire whether you would be willing to continue in your present office until such time as a satisfac-

HELGE S. JENSEN

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29

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March 2, 1925.

RL

tory successor can be found, it being understood that the University will make immediate effort to secure and lose no time in finding such a successor, and that in any case we should undertake to release you from your present office not later than June, 1926?

If you are able to give this assurance, the question which you have raised might, I should suppose, be held in abeyance for a little. I should confidently hope that we should be able to work out some solution of the situation which would be thoroughly satisfactory to you from all points of view, including the financial.

With very deep appreciation of the service that you have rendered and are rendering to the University, and hoping for an assent to my request, I am

Very truly yours,

Dean Ernest H. Wilkins,
Faculty Exchange,
University of Chicago.

EDB:WD.

82

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PL

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

OFFICE OF THE DEAN

February 18, 1925.

President Ernest De Witt Burton,
The University of Chicago.

My dear President Burton:

After much thought, and by no means without hesitation, I venture to propose that I continue in administration under circumstances which would I think enable the University to utilize to the best advantage whatever ability and experience I may have, and which would be acceptable to me.

The specific task that I have in mind is educational investigation for the benefit of the University.

There are being published now, in greater volume than ever before, books, reports, and articles bearing on problems, methods, and experiments in the field of higher education. I have in mind, for instance, such material as is appearing in the publications of the Association of American Universities, the Association of American Colleges, and the American Association of University Professors; such special reports as that of ^{President} Aydelotte on Honors Courses, that of the Dartmouth Senior Committee on Undergraduate Education, and the "Study of the Liberal College" by Professor Richardson, also of Dartmouth; and material bearing on higher education published in School and Society, The Educational Review, and other similar publications.

I am very deeply interested in such work, particularly as I am serving as chairman of the committee of the American Association of University Professors on Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates, and have just been elected chairman of the commission of the Association of American Colleges on Faculty and Student Scholarship.

In the present organization of the University of Chicago there is no one who has the time systematically to study such material or to work out plans for the introduction here of methods proved successful elsewhere or experiments suggested by experience elsewhere -- yet in failing to do just this we are falling short of our educational opportunity and duty just as much (but on a tremendously greater scale) as a professor in a given field who should not keep up with publications in that field.

Such study should occasionally be supplemented, presumably, by

92

The University of Chicago

The College of Arts, Literature, and Science

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February 18, 1928.

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P6

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

OFFICE OF THE DEAN

President Burton,
February 18, 1925.

conferences with educational leaders or visits to educational institutions elsewhere.

Furthermore, we have in our own Faculty a latent creative interest in the problems of higher education which at the present time manifests itself chiefly in an unproductive discontent with things as they are. I believe that if I could undertake the work as suggested I could to a considerable extent develop this interest and bring it to the point of constructive expression.

Incidentally, if I should do this, my experience in my present office would be constantly and officially available for my successor as Dean of the Colleges, and it would, I think, be unnecessary to appoint an Associate Dean of the Colleges -- whereas such an appointment would probably be necessary, as hitherto, if I should drop out entirely.

In order to do justice to such work it would be necessary for me, as at present, to teach half time only; and I should think that my salary ought to be what it is at present.

The title would not concern me greatly -- but it occurs to me that perhaps such a title as Associate Dean of Faculties might be appropriate.

This suggestion is submitted in all deference; and if it is not approved I shall be quite ready to fill my time with departmental and literary work.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges.

EHW Y

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

President Burton,
February 12, 1928.

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Ernest H. Wilson

Dean of the College.

EWY

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

March 23, 1925

7-6

President Ernest D. Burton
University of Chicago
Chicago, Illinois

Dear President Burton:

all I am taking the liberty
of sending you under separate cover a
reprint of the report on "The General
Final Examination in the Major Study"
recently issued by Committee G of the
American Association of University
Professors.

Very truly yours,

Ernest H. Wilkins

EHW:KB

Dean of the Colleges

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

OFFICE OF THE DEAN

March 28, 1928

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University of Chicago
Chicago, Illinois

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Ernest H. Williams

Dean of the College

EHM:MR

THE GENERAL FINAL EXAMINATION IN THE
MAJOR STUDY. REPORT BY COMMITTEE ON

**GENERAL FINAL EXAMINATION
IN THE MAJOR STUDIES**

THE GENERAL FINAL EXAMINATION IN THE MAJOR STUDY: REPORT BY COMMITTEE G¹

I. INTRODUCTORY

American non-professional undergraduate education has long been felt to be unsatisfactory as to both content and especially method. Criticism of it, in which there is difficulty now in saying anything both true and new, is along four lines.² In content it is still somewhat arbitrarily patchy. The earlier method of dealing with the immense multiplication of fields of knowledge, and expansion of each, was free election of courses; which resulted in a fantastic patchiness which was sometimes ludicrous. This trouble is now usually met by requiring the student for a good proportion of his work to "major" in a single field; within which, however, he is usually left so far free to choose that he may be ignorant of important parts of it, and (worse yet) may fail to see the relations and larger meaning of the parts which he does know. To gain a sense of the unity of knowledge is hardly less important than to gain a sense of its vastness, and cannot safely be left to the student's perspicacity or voluntary study.

Secondly, there is even more room for improvement in the manner and method of study. The greatest trouble is the lack of independence and initiative and grasp. Since the student's standing will depend upon his satisfying the instructor, he is prone to take

¹ Committee G is the Committee on Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates. The present report was prepared for the Committee, as the signature indicates, by Professor Tatlock of Stanford University. In its final form the report includes modifications resulting from suggestions made by other members of the Committee. The previous publications of the Committee, all in the *Bulletin*, are as follows:

1. "Survey of the Field of Work," February, 1922 (VIII, 60-69).
2. "Initiatory Courses for Freshmen," October, 1922 (VIII, 350-380).
3. "Sectioning on the Basis of Ability," October, 1923 (IX, 275-290).
4. "Bibliography of Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates," December, 1923 (IX, 385-418).
5. "Extra-Collegiate Intellectual Service," May, 1924 (X, 272-286).
6. "General Reading for Undergraduates," October, 1924 (X, 480-492).
7. "The Preceptorial or Tutorial System," November, 1924 (X, 534-562).

Reprints of No. 1 are exhausted. Single copies of reprints of the other numbers and of the present report may be had without charge on application to the Chairman of the Committee. Reprints in quantity of Nos. 2, 4, 5, 6, and 7, and of the present report may be had at a slight cost on application to the Secretary of the Association. Reprints in quantity of No. 3 may be had without charge on application to the National Research Council.—ERNEST H. WILKINS, *Chairman*.

² The writer does not wish to add to the sweeping and thoughtless condemnation of our college education which is common among journalists, though by no means confined to them. There is every reason to believe that our colleges offer a better education than seventy-five or perhaps even twenty-five years ago, and that their students take more interest in it and profit from it more. If they educate themselves and each other less, this is because the average student no longer comes mainly from the cultivated classes, and therefore brings with him less of culture and intellectual ambition. To a large extent the college of the past has been praised not for what it gave its students, but for what the best of them brought with them. Trying to give a college education to such numbers as we are serving is pretty much like trying to heat the whole county of Middlesex, as Sydney Smith said concerning a furnace for St. Paul's Cathedral.

his instructor's view as to what he should read and believe; it is also easier, and less bracing, to follow one living voice than to judge among several books. Few students ever think that there is any method of learning a subject other than to "take a course" in it. Odd as it is to say, many students never read a book straight through; they study textbooks, and in other books read assigned pages. Worse yet, they often know the great writers of the past only through volumes of selections made by others, and never even see the complete works. This results from uniform work for all, limitations of libraries, and indisposition to buy books. Enterprise, foraging for themselves, is therefore hardly even suggested in educational matters, and so far as the more vigorous of them gain this invaluable power, they are apt to gain it in some other way. In the words of President Aydelotte: "The love of American undergraduates for college activities (among which activities study is never by any chance included) and the belief of the American public in the educational value of these activities is due, in part at least, to the fact that in them undergraduates find more scope for their intellectual initiative than they do in their studies. In so far as this is the case, the belief in activities is justified; if the regular curriculum could offer the same opportunity for the development of independence and initiative that is now offered by clubs and teams and college journals, some of the energy which undergraduates put into these miscellaneous pursuits would go into their studies with an infinitely greater educational result." While the fondness for these activities is due to many causes, they do help the student to grow into an independent adult, while study remains merely the most extensive of his passivities. The British and German universities have much more than we the idea that they are equipping and training the national leaders of the future. "College activities" develop a sense of power; college studies do so but little. This is the case particularly because the standards of courses are usually adapted to the average student, and professors do not always feel it their duty to give more attention to the able. There is a tragic waste, as President Lowell says, in the lack of stimulus to those who are clever but inclined to be idle, and even in a lack of particular encouragement to the clever and ambitious. Many even of these work mainly in order to get a good mark, and many of them never develop a sense of intellectual adventurousness.

Again, since the college process consists of the performance of many small separate assigned tasks, with a final appraisal of attainment at the end of each course, a student is judged when he graduates by what he has once known, not by what he now knows—by passing courses, not by grasping large subjects. When a course is passed it need usually not be thought of again. There is also no sense of responsibility for it before it is begun; therefore the three or four months of summer vacation are merely lost time educationally. A man of facile wits may secure fair rank chiefly by cramming, and not lose it by forgetting. We have no final day of judgment in which a man shows what he has become; and in which, further, we can judge the college by what it has done for him intellectually. There is no opportunity to appraise the student as an entire educated human being.

A curriculum means a race-track. A race without competition is a farce, but that is almost what we have; and this is the basis of the fourth criticism. No two undergraduates in arts, generally speaking, take the same combination of courses. The standards and exactions of courses vary too much to allow a sense of competition with all one's classmates in a common undertaking four years long. Even within the single course the spirit of competition exists chiefly among the especially studious. No publicity given to grades in courses draws much attention in the student community. Ill success in a single course may be ascribed to various causes which do not affect the student's self-esteem. But genuine competition will rouse any man who has any right to be in college at all, and will give scholarship a dignity in the student mind which it lacks now. Few could be indifferent to success or failure in their whole college curriculum or in the main line of it, to proved inability or triviality in what most of their friends have succeeded in.

Among the measures intended to meet these troubles the most promising is the general or comprehensive examination at the end of the senior year on the entire major subject or field of concentration. It covers more ground than that of the separate courses, it requires independent work and retention of knowledge beyond course examinations, and it appraises more or less uniformly the achievement of all who have concentrated or at least of all who take the examination in that subject. Therefore it supplies a motive for escaping the chief defects of our system, and ascertains if they have

been escaped. The full meaning and implication of all this becomes more and more apparent as one studies the subject.

General examinations, covering much more ground than the work of merely a single course, have always been a normal thing. They are the rule in Europe; they are required on the Continent for graduation from the *Lycée* or *Gymnasium*, as well as for the doctor's degree or *Staatsexamen* on leaving the university; and in the chief English universities are required both during and at the end of the college course.¹ They were formerly the rule in America. Some generations ago it was customary to have examinations comprehensive in character and usually or always oral covering the work of most or all of the college course. A writer in *The Nation*² states that in his college sixty years ago seniors were examined on the work of their entire course. A general final examination was formerly held at Williams College. At Harvard³ in a crude form they covered a student's whole curriculum of unconnected subjects, but involved a mere cramming in review for a weaker repetition of the course examinations. Under the elective system, with a different set of studies for each student and the impossibility of correlating them by outside reading, general examinations would have been a farce, and accordingly during the last few generations they have been rare.⁴ As the defects of our present system have become apparent, a revival of these examinations has more and more offered itself as a remedy. Having passed from the general examination to the partic-

¹ This is mainly the origin of the new American plans. It is no accident that they have been introduced largely by men of British origin or experience. In part, these systems belong to the fruition of the Rhodes Scholarships.

² XCV, 612-3.

³ President Lowell, *Harvard Grad. Mag.*, XX, 583. Ex-President Eliot (*University Administration*, p. 206) states that written examinations were introduced at Harvard as late as 1857. They were presumably given in single courses. A historical study of examinations in American colleges from the first would be enlightening.

⁴ In some colleges for many years a general examination was given for honors at graduation in a particular subject. It was purely voluntary on the part of the students, and was taken by comparatively few. It had little to do with the regular curriculum, but was superimposed on it. It had little publicity, and carried no great privileges. The motive it appealed to was chiefly desire for distinction, which was usually both slight and ephemeral. It has not in the past, so far as the writer knows, been of very wide importance, perhaps because the professors took no real interest in it, and because to the students the reward did not seem commensurate with the labor required. But it has proved valuable for ambitious students. The system more or less merges with the systems of honors based on special work in addition to the regular program described by Dr. Aydelotte (see below). Being concerned with the undergraduate course, we need say nothing here, except as precedent and analogy, of college entrance examinations, which are stoutly maintained and believed in among the most prominent institutions in the Eastern part of the country; nor of the general examinations for the doctor's degree and sometimes for the master's; nor of the fluctuating practise as to general examinations in professional schools. They were held for many years in the medical department of the University of Virginia, but have been abandoned because they had been superseded by rigid course-examinations and had become merely formal. On the other hand, in the Harvard Medical School they were introduced for the end of the second and fourth years in 1911-12; the first of these was dropped in 1917-18, and in 1920 the final was made to cover all four years. Satisfaction is felt especially in the resulting coordination of clinical work with that in courses. The Harvard Divinity School introduced the comprehensive examination in 1912-13. It is employed also in the Union Theological Seminary.

ular, we are now returning to the general. Over twenty years ago President Wilson of Princeton suggested that the chief examinations, for the major study at least, should not be on courses but on the subject as a whole.¹

Nothing has been said of late in favor of examinations on the four years' work, covering the whole curriculum. It is felt that no modern student's curriculum could be knit up into a unit by any system of reading, or examined except disconnectedly, as a perfunctory review of his courses.² A series of written examinations would be impossibly complicated, and a series of oral ones for all seniors is out of the question in an institution of any size. Even Reed College, which has gone farthest toward unifying a student's curriculum, confines the general examination to the major study and sometimes its allies. This seems adventurous enough, and complicated enough to administer in a large institution. The most advanced suggestion in this direction³ is of a general and simple final test, covering (with suitable alternatives) all the larger groups in the curriculum, and requiring perhaps some work outside courses.

There are at present two outstanding systems for meeting our difficulties and securing the advantages of the general examination. A general examination is practically always an element in the honors courses for especially able students introduced, in most cases recently, in upwards of forty institutions. The present description was planned some time ago to include these systems, but they have been described, analyzed and discussed by President Frank Aydelotte of Swarthmore with such fullness and insight that it is needless to describe them here. He deals chiefly with the varying systems of honors based on special work in addition to the regular program (in thirty-five institutions), and of honors courses superseding the ordinary requirements (in Barnard, Carleton, Columbia, Hobart, Johns Hopkins, Rice Institute, Smith, Swarthmore and Wells).⁴

The other system is that of a general examination on the major subject required of all who concentrate in it. This has turned out to be the only subject of the present report. It has been in use somewhat longer than the second and more important of the honors

¹ Quoted with approval by President Hyde of Bowdoin, in *Nat. Educ. Assoc. Journal*, 1903, 336.

² A single course on all the elements of contemporary civilization, like that at Columbia, can be examined on, because it is planned as a whole, as no student's entire curriculum can be.

³ Young, in *New Republic*, 25 Oct., 1922, Supplement, p. 9.

⁴ "Honors Courses in American Colleges and Universities." *Bulletin of the National Research Council*, Vol. VII, pt. 4, number 40 (Jan., 1924); reviewed in *School and Society*, XIX, 259-60.

systems, that which supersedes the ordinary requirements, and is also less common. The writer has learned about it in only eight institutions.¹ These are the Universities of California and Washington, Reed, Whitman, Harvard, Bowdoin, Princeton, and Mount Holyoke.² The systems were first introduced on the Pacific coast, but have developed most highly in the East, spontaneously or with some British influence.

II. DESCRIPTIVE

At the University of California³ some sixteen years ago the faculty voted to permit any department to introduce a general written examination on its field for its major students at the end of the senior year. The department of mathematics had it for some years, and those of English and anthropology have it now. The purpose is to encourage students to elect courses covering the whole of the major field, or otherwise master the elements of it besides merely accumulating credits. In English the examination is written and of three hours, and covers the whole of English literature. The questions (to judge from a single set) are general and allow much option, are not too difficult, and test both knowledge and literary insight. In 1923, seven candidates out of 140 failed, and in 1924 seven out of 127, and they must pass the test another time if they are to receive their degree. In anthropology the examination is oral, given by all the professors who give the courses, and deals with the courses as well as with the general field. By a regulation of the university faculty, students who take the general examination are excused from the final course examinations of the senior year in their major subject. There is no system of tutoring, but members of the departments are ready to advise students as to their preparation.

The interesting system in the University of Washington can be best described in the words of a letter from Dean F. M. Padelford of the Graduate School and the English Department. The present

¹ They are arranged as nearly as possible by the dates when the systems were introduced. At the Catholic University of America, its *Year-Book* states (1922-23, p. 198), a candidate for the bachelor's degree in science (not in letters) must pass oral degree-examinations on all his studies before the faculty of sciences, in addition to his course-examinations. In spite of inquiry the writer has learned nothing further. He hopes for pardon if he has failed to mention any institution which has the system. He has made every effort to get information.

² It has been impossible to quote all the information in the official words of the institutions, since much of it is derived not from their official publications but from articles, addresses and private letters and conversation. The plans and their working are not always easy to make out from the official publications, and change more or less from year to year, and therefore personal information is needed. In every case the account of the system was sent for criticism to a suitable official of the institution, and a copy of the printer's proofs was sent in the autumn of 1924.

³ *Circular of Information*, 1923, p. 69; private information. The amount of detail given as to the several systems varies with the amount of information given to the writer.

system in the English department (one of the two which still retain it) is more like the Harvard system than any other is, and follows that in employing tutors.

"About the year 1911, after a stubborn fight, the faculty decided by a small majority to have final comprehensive senior examinations in all departments in Liberal Arts and Science. Some of the departments were very enthusiastic for the scheme, others were agnostic, and still others were rebellious and not in the mood to give it a fair trial. For several years the examinations were successful in exact proportion to the faith of the different departments in them. Almost every year the practice came up for reconsideration and in 1917 it was finally decided to make the examinations optional with the departments. In light of experience, it would probably have been better if this action had been taken at first. The departments which still retain the examinations are the classical languages, and English.

"As English has a relatively large number of majors—approximately seventy-five seniors a year—it is now the principal exponent of the final examinations. These examinations are given on two days toward the close of each term. There are two papers and the students write from three to five hours on each. The first paper lays the emphasis upon detailed knowledge and the second paper is more comprehensive and synthetic. The papers are signed anonymously and every paper is read and graded by at least three examiners. If the readers feel that a paper is below passing grade, it is read by two other examiners. Of the forty-two seniors who took the examination last June, two failed. The grades were as follows: A, 2; B, 14; C, 15; D, 9; E, 2. The grade received in the comprehensive examination determines the English grades for the last term and for any year courses. Thus where a student receives B in his comprehensive examination, he receives B in all of his English courses for the current quarter and in any course which has run throughout the year. Students who fail usually come back for one or two more quarters and try the examination again.

"There is much interest taken in the results of these examinations and the student who receives a high grade is a rather marked individual. It not infrequently occurs that an inconspicuous student who has been quietly at work through the year receives the highest grade, and it often occurs that students with a reputation for brilliancy make

a poor showing, partly because they have been so absorbed in other interests that knowledge once acquired doesn't stick.

"The first examinations that we gave were a good deal of a revelation to the department. It showed us how superficial some of our teaching had actually been, and how uneven was the student's knowledge. We therefore decided to adopt a tutorial program for our seniors, and this has been in successful operation ever since, the tutors for the most part being Oxford men. At present three men give one-half of their time to this work and we are ready to add a fourth man when necessary. Every senior major carries this tutorial work through the year and meets his tutor for a conference of one-half hour or more once a week. The tutorial work is designed to supplement the course work, inter-relating courses and filling gaps in the student's reading. A great deal of written work is required.

"The examinations have tended to keep poor students out of the department and a student who majors in English receives a certain intellectual prestige. The members of the department are all heartily committed to the plan and nothing could induce us to give it up. We regret that so few of the departments in Liberal Arts stand with us for we believe that it would help the general intellectual life of the College of Liberal Arts. For example, English majors plan to simplify their program of student activities in the senior year because experience has long demonstrated that this is necessary."

Of the two English examinations, the first covers the more historical, traditional field of knowledge; the second on the whole is more critical, theoretical and comparative, and gives a chance for revealing a vital and thoughtful interest in literature. Each examination is of three hours or more, and in each only three questions must be answered, chosen among 25 and 15 respectively. The questions are so grouped as to allow much though not unlimited specializing on one field or type of knowledge, such as modern or recent literature, literary history or literary criticism; this is especially true of the second examination. On the whole, to judge from three complete sets seen by the writer, these examinations emphasize modern rather than earlier literature, and ideas and criticism somewhat more than fact. Most of the questions are far from easy, and while in any set three fairly simple questions could be picked, writing for an hour on each a student would be likely to reveal his lack of exact knowledge or thinking.

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Reed College, in Portland, Oregon, since its opening in 1911 has been of individual character. Unlike some small institutions, too many of which are bad little universities, it has always devoted itself solely to providing undergraduate education, of a "liberal" rather than a vocational or "practical" kind. The achievement of its purpose has been facilitated by the limitation of the number of students, theoretically to five hundred, actually to three hundred or so. From the present point of view it is particularly interesting, for it seems to be the only institution in the country whose entire curriculum is formed on something like the comprehensive examination and tutorial system. The influence of Oxford is unmistakable. While the large purposes of the system are easier to make out from the college publications than its actual operation, the system is about as follows.¹ From first to last, the aim is to make one unified course of study rather than a series of unrelated courses, and to this end instructors in various subjects frequently confer with each other. During the freshman year all students follow nearly the same curriculum, in science and the humanities; which is somewhat adapted to the individual's future field of special study by means of reading and private conference with instructors. In the second year there is both more freedom of election and more specialization. For the last two years the student chooses one of four large major fields, in which he begins to concentrate, taking courses or, theoretically, working by himself under guidance, but the courses taken do not require the same work of all, or even regular attendance. In the senior year the student concentrates still further and writes a thesis on a special topic within his main field. In the last two years there is even more correlation of work and adaptation to the individual than earlier. It is obvious then that something like a tutorial system prevails throughout, and the relatively small number of courses apparently liberates the instructors for this purpose. The system depends largely on group or individual conferences and advice, and theoretically seems to throw more responsibility on the student

¹ *Catalogue of Reed College, a Liberal College of Arts and Sciences, 1923-24* (May, 1923), pp. 13ff., 26ff., 36; *New Republic*, XXXIII, 160-1 (10 Jan., 1923); private information. The junior and senior examinations and the thesis were instituted before the coming of the late President Scholz. "The features of our 'system' (better, lack of system)," writes Professor Chittick, "that were peculiarly Mr. Scholz's were the group and individual conference work, the integration of the whole curriculum, the rather rigid prescription of the first two years, and the 'wide open' opportunity of the last two." He writes further, "We have not yet found a student prepared, or willing, to take advantage of the opportunity to work wholly by himself under guidance, and very few who can or do do it even in part. Our students take courses, like students elsewhere in the United States. Of course, we drive them to independent work on their senior theses, which are usually competent pieces of beginner's research work."

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than is usual under such systems elsewhere. Endeavor has been made to induce students to do some of their reading in the summer vacations. General examinations are required of all students for graduation. There is a general qualifying examination in the major field at the end of the junior year, at which some are rejected. At the end of the senior year, a general oral examination not over two hours long discusses the student's thesis and tests his grasp of his major field as a whole and of allied subjects, and is obviously not confined to the subject-matter of courses. About two per cent of the students fail, but may try once more, not earlier than the following September. Seniors theoretically may be excused from some, but not all, of the course examinations given about the same time.

Whitman College, Walla Walla, Washington, instituted in 1912 and still retains a general oral examination on the major study, with the purpose of making the student integrate his courses and reflect on what he has learned. It is given late in the senior year, before a committee of three, not all from the major department, and covers the work of three or four years. Students who fail have another chance in a month. Recent graduates of the college look back on the system with approval.¹

The system in Harvard College has been more elaborately worked out than elsewhere, and has been much more fully described and commented on. Therefore of necessity it calls for more discussion and serves more clearly as a standard of comparison. The system at Harvard,² while not without influences from the English universities, results from a desire to substitute as an aim the command of a subject instead of credits in courses.

The system of general examination was first adopted by the Faculty of the Medical School in October, 1911, in accordance with a plan prepared by a committee appointed in the spring of 1910. Since that time the general examination has been required for graduation from that School. From time to time it has been somewhat

¹ President Penrose, in *Educational Review*, LIV, 49-53; LXIII, 424.
² *Report of the President of Harvard College, 1910-11*, pp. 16-18; 1911-2, pp. 10-4, 28-9; 1912-3, p. 68; 1915-6, pp. 19, 75-6; 1917-8, pp. 17-9; 1918-9, pp. 12-3; 1919-20, pp. 11-3, 38-42; 1920-1, p. 108; 1921-2, pp. 8-15; 1922-3, pp. 11-5.
Harvard Graduates' Magazine, XIX, 243-6 (Merriman); XXI, 395-400 (Merriman); XXV, 38-40; XXXI, 354-9, 375 (Lowell).
 American Association of Collegiate Registrars, *Proceedings of 11th meeting* (1922), 144-8 (Gay; good short summary).
School and Society, IX, 629-32; XVI, 70-3 (the same as the last item above).
New Republic, XXXII, Suppl. (25 Oct., 1922), pp. 14-5 (Moore; good short summary).
Educational Digest, Dec., 1922, pp. 169 ff.; (summary of the above.)
 Official Register of Harvard University: *Rules Relating to College Studies*.
 Amer. Assoc. Univ. Prof., *Bulletin*, vol. VIII, no. 5 (May, 1922), pp. 41-3.
 Much private information.

changed; and indeed, for a number of years it did not work satisfactorily, because it was treated too much as in the nature of a review rather than as a test of the student's ability to correlate the knowledge he had obtained. Since the war the latter idea has been given its full effect, and the general examination has markedly improved both the work of the students and the teaching in the School. Dean Edsall has spoken of it as the most promising innovation in medical education.

In 1912 a general examination for graduation was adopted in the Divinity School, and in the same year the Faculty of Arts and Sciences authorized the Division of History, Government and Economics to introduce a general examination for all candidates for the A.B. degree who "concentrate" in these subjects, and the system went into effect with the class entering in 1913.¹ In 1919 it was extended to other divisions.

The general examination is confined to the humanities. It is at present felt that in mathematics and the natural sciences the more advanced courses are a constant test of a student's grasp of more elementary matter, and keep it from being lost; and also that the assistance constantly afforded the student in his laboratory work provides some of the advantages of a tutorial system. Accordingly, the final examination is used only in the divisions of Semitic languages and history; ancient languages; modern languages; history, government and economics; philosophy; fine arts; music; and anthropology. But these involve about three-fourths of the senior class. The manner of administering the system is left entirely to the division, and to some extent to the departments; therefore each may deal with its own conditions in its own way, and will aid the others by its experiments and experience. In all cases it is superimposed on the regular courses, and in no way affects the student's responsibility for them, except in one or two minor matters. It is a real additional requirement for graduation, and at first it frightened away into other subjects the weaker students,² as is shown by the fact that while those who "major" (to use the common word) in this division formerly numbered 44% of the undergraduates, they dropped to 29% in 1917,

¹ In 1909-10 the faculty voted to require every undergraduate "to concentrate on at least six courses in some single field or in related fields of knowledge;" six courses amounting to about one-third of the whole curriculum, thirty-six "units" as it would be called in some institutions. "Concentrate" of course would be called "major" in some places. It came to be felt at Harvard that a necessary corollary of the "majoring" system is a general final examination on the major study.

² The comprehensive examination in the English department at the Universities of California, and Washington has had something of the same effect.

after the first year of operation, and rose to 36% only in 1923, after the more inviting houses across the street had also set up woodpiles. At present the general examination seems to make little difference as to the number of those who "concentrate" in the several divisions.

It is in this division that the system has had much the longest trial. Near the end of the senior year each student specializing in the division takes three written examinations; one of two hours (allowing much option among the questions) on the whole field of the division, one of two hours on the whole field of that department in which he specializes, one of three hours on that part of this latter field to which he has devoted most attention (there are nearly forty such parts in the division); and also an oral examination of fifteen or twenty minutes, usually testing in the main his grasp of this last most restricted subject. The aim is that the examinations shall be on a *subject* and not on a group of *courses*. It will be seen that the series of examinations grows steadily more limited in scope and more exacting. Those who pass creditably are excused from the final examinations in their courses within the division; others must take the course examinations. Up to the autumn of 1923, eight per cent of the seniors failed, but most of these had also a poor record in their other work; of the eighty who failed, thirty tried the examination again, and twenty-three passed. The students take the system seriously; some fear it, but most of them regard it as a valuable opportunity. So many men are remaining in the summer to read that the tutors have been planning that one of their number shall also remain. A good many students who formerly were not interested and worked little have been stimulated, some of them to superior excellence.

No less important in the system than the examinations are the tutors. In 1922-23 they numbered twenty-three for this division, each supervising some twenty students or more. During the sophomore year the student receives but little of their assistance, but in the senior year meets his tutor for a half-hour or so weekly, two students sometimes coming together if their reading is the same. There is no time-limit on a conference; once a student has shown himself able and responsive, he is apt to receive more attention than the dull and negligent. The tutor suggests reading, especially to fill in the gaps between courses, and discusses all their work with students in order to help them to link it all together and integrate it. Although

no student is obliged to meet his tutor and no official record is taken of attendance, it has proved that the attendance is better than in regular courses, and most students accept this element in the system gladly. A tutor may exclude a negligent student from the examination, but this has never had to be done. As to the *personnel* of the body of tutors, they occupy grades all the way from instructorships to full professorships. No distinction whatever in standing is maintained between them and lecturing professors; indeed, more than half of the tutors offer regular courses of their own. An exchange of tutors has recently taken place between Harvard and Oxford and Cambridge, in the expectation that the newer system will profit by the experience of the older. It is interesting to note that two tutors have lately been introduced in the Medical School.

In the system of tutors there are two chief difficulties. The first is the expense. Their salaries in this division average about \$3000, and the aggregate charged to tutorial work in the division in 1923-24 was \$49,220, the rest of their salaries being for courses given. The amount chargeable to the system for salaries of examiners withdrawn from half their teaching was \$7,350, and other direct expenses (exclusive of overhead charges, etc.) were \$1,878.80, making a total of \$58,448.80. Secondly, it was in the early stages difficult to find suitable tutors.¹ While there is now little or no feeling that the position is not on a par with that of a man who teaches classes entirely, many men do the latter acceptably who lack the qualities for individual work. The tutors are trying out what is in America a new art.

Besides the tutors, there are three examiners in the division, one from each department, professors on the regular staff who are appointed examiners by the corporation, usually for three years. No tutor, of course, is among the examiners. Their duties are not light—preparing with great care a large number of sets of questions for the various examinations, reading the hundreds of papers, and holding the scores or hundreds of oral examinations. Accordingly, they are entitled to be relieved of half their teaching during the year or all teaching during the second half-year, except research courses.

In other divisions the system was put in operation in the year 1921-22. In the ancient and modern languages the student has a written examination on the literature in which he specializes, and

¹ *Harvard Graduates' Magazine*, XXV, 38-40.

also one on important writers or works in other literatures. This latter point enforces the fact that all Western literature is essentially connected. All students in these divisions are examined in the Bible and Shakespeare; the questions on which are very concrete, but allow a great deal of choice. All students of the classics are examined also in two of the greatest medieval and modern writers, and all students of modern literatures in two of the greatest classical writers. Works not by English writers may be read either in the original or in translation. For this second examination students may prepare by taking courses or by private reading. One sees here how an examination system may serve education and culture, for "the primary object is not to exact performance of a task, but to assist in the formation of a habit—the habit of reading good literature." No doubt in some cases it does this. He who has ears to hear awakes to the value of books which he thought did not concern him. The examinations are searching, and in 1923, the first year in which they were given in English, over one-tenth of the students failed.

As to tutors, till very recently these departments had not developed this element in the system. Three tutors in the classics devote most of their time to the guidance of the students, and in all departments professors assist them more or less in preparing for the examinations, especially in their reading for the second. But in the year 1924–25 the division of modern languages is introducing regular tutors, though not on so large a scale as in history, etc. Fourteen tutors have been appointed in English, many of whom devote only part of their time to this work, at the rate of seventy-five students for a tutor's whole time.

In the departments already mentioned the very large majority of students "concentrate" who select the humanities. But the departments of philosophy and fine arts also employ much the same system as the division of history, etc., with tutors and all. In fine arts, the "concentrators" in which are relatively few, the examination is entirely oral. The other departments which belong under the humanities also have the final examination with much the same system.

Instead of the examinations set by particular divisions or departments, a student may take certain examinations which cut across their lines. This is due to the desire to diminish the rigidity of the departmental system. Students may for example "concentrate" in

history and literature, and are examined on some especial period or country to which they have paid especial attention.

In all departments the examinations are distinctly not easy, as any one may see from sets of the questions. There is an obvious attempt to avoid confinement to a conventional, superficial body of knowledge on a subject. In some departmental examinations more than in others there are questions which call for comparison and interpretation of facts, for criticism and defence of opinion. The questions allow some range of choice, usually a large range, in order to meet differences in courses and reading pursued. Once a question is selected, it usually calls for exactitude; this seems an outstanding trait of these sets of questions. Their obvious purpose is to ascertain, not if the student knows this or that in particular, or has done routine work well, but if he knows accurately a considerable amount and understands a considerable variety of matters connected with his chosen field. What is called for is both accurate knowledge of fact, understanding of difficult ideas, and reflection based on both, the ability to interpret and criticize and decide. Here the examiner perhaps has to go half-way to meet symptoms of intelligence. The questions are often skilfully devised to test the ability to make use of knowledge; merely to understand the words often tests the student's knowledge of fact. In any choice of questions which is made by a student, he will often find that he must answer one or more which cover a large part of the subject. On the whole, the questions show the examiners' endeavor to master the difficult and often neglected art of examination. That the standards are rather exacting is shown by the fact that in 1921–22 out of 424 examined in all departments 34 failed, and in 1922–23 out of 460 examined 44 failed.

Bowdoin College a short time ago introduced a system modified from that at Harvard.¹ The examination, on the major study, is given during the senior year, and those who fail, about three or four out of eighty or so, may try again the next autumn, but ordinarily not earlier. It is required in some form of all seniors. There is both a written and an oral examination, the latter inquiring further into points discussed in the former. In order to ensure uniformity of standards, more than one professor is present at the oral examination; and further, each examiner must secure, for his requirements

¹ President Sills, in *Educational Review*, LXIII, 424–7; *President's Report*, 1918–9, and subsequent years (inaccessible to the present writer); mimeographed sheets on *Major Examinations*, issued to the faculty 26 March, 1924; private information.

and methods in regard to the examination, the approval of the professors in departments allied to his own, and must send copies of the questions in the written examination to them and to the president, who are also invited to attend the oral examinations. The content or scope of the examination may follow any one of four plans. It may cover the work done in courses, and constitute a general review of the whole subject; it may cover the regular work of the last two years, and also certain outside tasks, problems or reading equivalent to at least one semester's work; a department may institute a course, not to be counted for the degree, correlating the work of the regular courses, with an examination which will serve as the general major examination; or may institute two advanced courses, not to be counted for the degree, the examinations in which will serve similarly. Any student if he prefers may take the first of these four plans. Those who pass the major examination with a grade of A or B are exempted for that semester from the course examinations in their major study. Honors at graduation are granted on the basis of the student's achievement in the major examination and in his work for it (though there are also honors based on a man's entire college work). One purpose of the system has been to make students work as hard in their senior year as in earlier years. They are not ill disposed to the system, but are felt to do poorly in the oral examinations, and to show inability to correlate their knowledge. The system of tutoring consists of conferences between groups of students and a professor, at least monthly during the senior year, and during the junior year as often as may seem necessary. This part of the plan is felt by the administration as yet to be unsatisfactory and to require additions to the staff.

Princeton University first introduced in the year 1923-24 the general comprehensive examination in the principal study. The plan described is the result of that year's experience. The university is at present feeling its way, and leaves the matter of detailed regulations wholly to the departments.¹ At the beginning of the junior year the student chooses a department (not a division) in which he must take two of his four courses in the last two years; the equivalent of the normal fifth course is the additional reading and study required in that department. The examination is in force in all departments except engineering and artillery (in which latter no student special-

¹ Some of the facts will be found in *Prospectus of Courses for the First Term and General Regulations*, 1924-25; the rest is due to private information.

izes), and is given at the end both of the junior and of the senior year, in the latter case covering the work of both years. Independent reading and sometimes other work on the field of the department are required for each of these years, in some departments for the senior year in a subordinate field selected by the student. Most departments encourage the doing of some of this reading during the summer vacation. The examinations are usually on the whole field or subject, not merely on books specifically assigned or on the courses. In classics, however, the final examinations are stated to "cover the various fields studied in class and independently by each student." As will be seen from the more detailed descriptions, the examinations are by no means always uniform for all students in a department, but allow for individual specialization within its general field. The examinations are ordinarily written, but may be oral if a department wishes. The passing grade is higher ("third group") than in ordinary examinations ("fifth group"). A student who fails may try again after the expiration of one year. There is no regular or uniform system of tutoring. Each department offers the student opportunities for conference periodically on his independent work; but he is not required to accept them.

The printed plans are most elaborate in English, modern languages, philosophy and politics. In English, the junior examination covers five subjects—linguistics and Old English, Chaucer and ballads, Shakespeare and Elizabethan drama, Dryden and the eighteenth century, poetics. On each subject a reading list is published, representing a minimum requirement. The senior, besides reading independently in some one special field and writing a long report on some topic connected with it, takes his examination on two out of eight types or aspects of English literature or study, such as drama, literature and social conditions, linguistics, etc. The student in modern languages must select one of six general fields of study—French civilization, Spanish civilization, classicism and romanticism, German civilization, etc. Early in his studies, his independent reading is within his selected field but is of a general nature. Subsequently he specializes on a narrower subject within his field; *e.g.*, under French civilization, on such a subject as the sixteenth century, French satirists, the literary *salon*, the development and intellectual influence of science, etc. Obviously the reading sometimes must be historical, etc., as well as literary. In philosophy the junior reads

independently seven works on the history of philosophy, psychology and logic, and is examined on these three subjects, with special attention to the books assigned. The senior reads on the same subjects and also on ethics, religion and systematic philosophy, and is examined on all the work of both years. A certain amount of specialization, however, may be permitted. In history, juniors read independently in some one of the four main fields of history, one in which they are not taking courses, and seniors ordinarily continue reading in the same field; the examinations are on subjects, not particular books, but cover both courses and reading, the senior examination covering those of both years. In politics, juniors read independently on four general fields in the history and nature of government; seniors read in one or at most two fields. A man of exceptional ability may prepare on some phase of his reading a thesis which will count on the general examination. In biology the independent reading is on heredity, evolution and anthropology, and the junior examination is on these subjects (rather than on specific books) and on the subject-matter of the courses; for seniors the work is research with collateral reading and a thesis, and the general examination covers all the work of both years, especially the senior. It is obvious that the outstanding features at Princeton are the giving of the examinations at the end of the junior as well as of the senior year, and a certain amount of individual specialization which makes it impossible to give entirely uniform examinations to all the students in a department.

Mount Holyoke College in 1924 for the first time is imposing the general final examination on all seniors. In the words of the current catalogue, "Each student shall take at the end of her senior year a general examination in her major subject, which shall be set and read by a committee of three, including the head and one other member of the department of the major subject. This shall be taken in addition to examinations in the course, but in view of it a student may, at the option of the department, be exempted from a final test in one three-hour course in her major subject. The purpose of the general examination is to coordinate the work of the major subject, to intensify the student's interest and power in her chosen field of study, and to test her power."¹ The examinations are to be written, and three hours long. It is not intended that there shall be tutoring for them, but some departments have suggested reading for coordinating

¹ *Catalogue of Mt. Holyoke College, 1923-4*, p. 42; private information.

courses and for review, and in some courses those parts of the work are indicated which are most important for the subject as a whole.

III. GENERAL

Here as elsewhere the writer is largely summing up facts and the comments of those who are in closest relation to the systems.

Practically all institutions require as usual the taking of regular courses. The general examination normally requires not only general understanding of a large field but much understanding of detail, though necessarily admitting much choice of detail. Even for undergraduates there would be a loss in reducing the number of thorough courses in which experts show how deep knowledge goes even in a small spread, and which are a precaution against complacent superficiality. To rely for all this on tutors would be a needless drain on them. At present anyway, the obvious method in America for gaining this is to take courses.

It is also usually felt that it is not well to exempt those who are to take the general examination from the course examinations (unless from one or more of those in the major study at the end of the senior year, sometimes only when the student has passed the general examination with credit).¹ To go far in this direction would tend to make students disregard valuable parts of a course which they think are not likely to figure in the general examination. It tends also to demoralize courses even for those who are not seniors, and toward such a complete making over of our system as perhaps we are not ready for, whatever we may do in the future. Again, when the only test is a long way off, it is human nature to postpone studying for it; hurried cramming is the result, as commonly in the German universities. Further, a series of occasions when knowledge is firmly secured will result in the retention of more than one such occasion will. Some educators seem to regard a beautiful afterglow of departed knowledge as the main thing, a cheering creed to those who know American students. Average students need the more frequent examinations, and the superior are none the worse for them. In few institutions can even a tutorial system afford the rigid supervision usual at Oxford and Cambridge; course-examinations are the best substitute. Rather than to excuse from them at present, it would seem

¹ *Assoc. of Amer. Univ., 13th Conference, 1911*, pp. 45-61; *Report of Commissioner, U. S. Bureau of Educ., I. (1910)*, 493.

better slightly to reduce the number of courses.¹ How far all this applies to a group of superior students, as in the honors courses in some colleges, opinions may differ.

All institutions clearly aim to make the system distinctly a new sort of thing in the curriculum, and not to allow it to turn merely into an additional "course." If "general survey courses" are to be encouraged at any time, it is at the beginning, not at the end. A series of thorough scholarly courses, integrated by the sort of work which a student can most safely be left to do by himself, that is, reading which fills in and shows relations, is a good way of reconciling depth with width, and guidance with independence. And it tends to secure one of the best things any one can learn in college, what has been called "the fearless habit of tackling a book on any subject about which he desires information."

The examinations are usually confined to the major subject, or at most to subjects administratively associated. It may prove desirable to introduce more examinations and curricula which cut across department lines, as a few do now in some institutions. One of the most profitable would be a Modern *Literae Humaniores*, like the classical in England, which give a survey of the entire life of the ancients. An English (or French, or German) *Literae Humaniores*, on literature, history and philosophy, would be fully as profitable as a curriculum in comparative literature. Much of our study of literature lacks root in concrete reality and in larger intellectual movements. It is sometimes an orchid.

In almost all institutions by practical necessity the examination is mainly written. Some of them have found it desirable to supplement with a short oral examination. At Bowdoin this is meant "to take up points discussed in the written examination for further elucidation," and insures a fairer view of a student's actual achievement.

The advantage of having the committee of examiners as separate as possible from the body of teachers is felt even in institutions which find it difficult to separate them. Even aside from relieving the examiners from other work, it helps to keep the examination incalculable, adds to its dignity, keeps it impersonal. It also tends to

¹ Harvard partly does this. Seniors normally must take at least four courses (twelve meetings weekly), even if they have taken in earlier years more courses than the required minimum; but, in some divisions at least, one who has done so may reduce his courses to three, in view of the general examination. Further, by a recent vote senior candidates for the degree with distinction, in departments which have a general examination, may be allowed to reduce by one the minimum of courses required for the degree.

add to the personal, human influence of the teacher by making him more purely a helper to the student, and enables him to advise without his advice being misunderstood. The practice distinctly favors self-reliance and mastery of the subject of study. More than one writer on the subject has suggested the advantage of choosing examiners who are not even members of the faculty of the institution.

Several institutions directly count on use of summer vacations for outside reading in preparation for the examination. This would be a great gain, though difficult to achieve. These long educational vacancies are a weakness of both secondary schools and colleges in America, from the point of view of the students' profit; also sometimes economically and humanly. The still longer vacations in English and German universities are made up for by the custom of hard reading during them by ambitious students. The ability really to accomplish something independently then is an excellent test of earnestness of purpose, and is so used in the honors course at Barnard. This is one argument, though not the only one, for putting the general examination at the end of the senior year alone. If the student passes a general examination at the end of his junior year he is likely to feel free from demands till the next year's work begins. It may possibly prove, however, that the examination mainly on a year's major work, where the system of elections permits it, is a useful compromise between examinations only on small bits of a field, and on the whole field.

The tutoring element in the system has been developed especially at Harvard, and perhaps Washington and Reed. At most of the other institutions more or less individual help is given by way of conferences, or at least suggestions when they are asked for. It is hard to avoid the inference that the system will be an effective educational instrument in proportion as effective tutoring is developed. This by no means implies that without it the system will be useless, or will not develop some initiative or secure some integration of the major subject; but the initiative or independent work of the average undergraduate cannot be trusted to carry him very far. Without tutoring the examination must be only moderately exacting, for a large proportion of the seniors cannot fairly be allowed to fail. It is no paradox to say that the addition of another guide besides the professor promotes independence. Two guides who will not always agree naturally tend this way. But the main

point is that the tutor may treat each student differently, and by a little shove send him forward on a line of his own. "One great advantage of the tutor," in President Lowell's words, "is that he deals with the student as a whole, at least in his principal field. His interest is in the man, not the course." It is at the same time his function to prevent the student from merely leaning against him, and to raise questions as well as answer them. The tutors have in point of fact promoted an interest in reading. They also tend to prevent a "hand-to-mouth" intellectual life by requiring steady work instead of cramming.

Certain complaints or criticisms may be foreseen and are actually made, especially where the system is most exacting. There has been more or less feeling among the students that it is a hardship. At Harvard there has been sometimes a sense of injustice at a clear addition to the requirements for the degree, work equivalent as they say to one or two full courses, beyond what men working in science must take. To this it has been replied that it is really only restoring the balance. Men in the sciences have laboratory work which *de facto* has always made them put in more hours of work on a course than the average man puts on history and the like. That is why the idler has always preferred history to science. Generations succeed each other quickly in colleges, and the resentment at an added load does not rankle in those who find it when they enter. The system may tend to drive away the idler—how great that calamity would be is another question; but it may also make him over.

One can imagine the system being a real hardship to students who are earning all their expenses, and now are just able through much self-denial to maintain a passing grade and graduate with their class. Many self-supporting students do better than this, but many do not. The additional demand involved in retaining what is studied in courses and filling the gaps between them must sometimes mean failure or an extra year. But since the system means a better education there is gain as well as loss. Indeed it is a question whether most students who are entirely self-supporting and do not make a good sum during vacations should attempt to graduate in four years. If they can do so without neglect of educational profit, their paid work or their health of mind or body, it should make us question the standards exacted of those more fortunate.

Some have fancied a danger of injustice in making the degree de-

pend on passing these examinations. But it must not be forgotten that in most institutions there are several of them, given over a period of some days or weeks, which if properly framed and fairly judged are certainly at least as fair a test of a man's total achievement as anything that can be imagined. And President Lowell and others have stated that most men who fail here are men who are near the ragged edge as regards their courses. Justice to the standards of institutions is also to be considered, as well as justice to the student.

Some believe the systems have an unfavorable effect on courses. It is said that courses taken mostly by seniors show some tendency to lose *morale* as the general examination approaches. All students are presumably reading hard for it, as the weaker ones certainly should be, and those who hope to pass well do not expect to take the course-examination. But, after all, the courses were made for students, not students for the courses.

Some have feared that courses would be judged and even elected on the basis of their supposed value as preparation for these examinations, not of their real value. The examinations, however skillfully framed and however numerous, cannot be adapted to the individual student and his particular curriculum, as the oral examination for the doctorate can. One would expect, therefore, that there would be some electing of courses mainly for their supposed insurance-value. Whether this would be such a bad thing is another question; in fact, one or two institutions have introduced the system to secure this very result. Such courses presumably cover the most essential parts of the subject, and these same students under the older system might have chosen on the basis of easiness. Some persons who ought to know believe there is no foundation for the fear that courses valuable merely for their own sake would be neglected.

There is also thought to be some tendency for a student to pay more attention to the part of the course which he thinks is likely to figure in the general examination; but this too is presumably the most essential part of the course. The course examinations must be trusted to secure attention to what the professors regard as important. These are dangers inherent in the system, of which the examiners will be quite as aware as anybody, and against which they guard by varying the character of the questions from year to year.

The chief difficulty here obviously is not to make the questions so general that students will come to think they can cram for them, nor too specific to meet the varying curricula and reading of different students. This is done by means of alternative examinations and alternative questions in each examination.

The chief difficulty in the whole system is the amount of time and labor and skill required for conducting it, especially on a large scale. This means additions to the staff; which means sometimes great cost. The tutors and the long and searching examinations are so expensive, and good tutors so hard to get, that it is difficult to see how many of the large universities can have them. The solution may be the differentiation of our higher education into universities of different types, if the American desire for uniformity will permit it.

One further disadvantage must not be lost sight of which is inherent in any system of honors courses or final examinations except on the simplest scale, their bearing on the scholarly productiveness of the universities. More executive machinery, more examination papers to devise and read, more individual work with students, even under the most favorable conditions are certain to cut seriously into the time of some men who could make important new contributions to the world's knowledge. Beyond a certain point, the promotion of effective teaching at the expense of research (to use that shopworn word) is penny-wise pound-foolish. What will be the influence on the intellectual character of our college instructors in the next generation? What about the standards held up before them? This consideration is especially important in the humanities, since here the general examination is commonest, and here enterprise and tenacity in research are possibly less common than in the sciences. Yet in America additions to knowledge in the humanities come mostly from university men. With the constant administrative work required by changes to meet new conditions, and with the insensible influence of business ideas, including that of small profits and quick returns, little articles and small facile books are taking the place of extensive researches over a term of years, which are becoming relatively less frequent. The trouble can be somewhat offset by additions to the staff. Another solution may be the establishment of research-professorships, involving only a small amount of teaching, like those of European universities.

Except for the difficulty of the expense and the exactions of ad-

ministering it, the system is all to the good, and is the most promising academic innovation in many a day. Its whole tendency is clearly to meet the chief defects in the usual college curriculum; to lead the student to master a subject rather than a course, to unify and integrate and retain what he has learned, to rely on and think for and explore for himself, and to regard success in doing all this as something to be valued. Where the system is most fully developed, it has proved a genuine test of mental ability, for no mere industry can secure high rank; to do well, the student must not only know a good deal, but must also see relations and reason about a mass of facts. It also affords a view of what the student has become intellectually at the end of his four years; one can imagine that a professor who is asked to recommend a student for a position could better judge his ability by his general examination papers than by any other means. And it also tests the effectiveness of the whole educational system of the college.

Few or no institutions seem to have both the general examination for non-honor students, and also that form of the honors course and general examination for able students which is substituted for the regular curriculum;¹ though the highly developed general examination system is much like an honors course. There is no reason why the two should not coexist. Which of them has been chosen doubtless depends on what the institution is aiming at as well as on other considerations. The system of the general examination for all spreads its benefits more widely. There is no one fit for college at all who will not profit from it, for there is no black line in nature between those who are fit for stimulus and those who are not. This system with the tutoring is particularly good for the clever idler, or the man who needs an intellectual awakening. Many a student in college drifts along with mediocre rank who is capable of high rank and may attain it in after life, especially in practical affairs. For students who combine ability with ambition there is no limit to the opportunities, if the tutors aim as high for them as under the other system. The honors system is much less expensive than the other, especially when the other is highly developed. But the conduct of it puts the chief burden on those who presumably are most burdened without

¹ Mount Holyoke has a special system for seniors who are candidates for the degree "with high honor." "This honor work shall be pursued in class or by more individual instruction at the discretion of the department concerned." These students take a different general examination from that taken by other students. See the Catalog for 1923-4, p. 45. Most of the institutions which have been observed here have honors systems, with general examinations, superimposed on the regular curriculum.

it and most able to do valuable original writing if not further distracted; for honors work is usually thought to be well supervised only by the older and better-trained professors. In a good-sized institution this might become a serious matter, and require considerable additions to the staff, and therefore expense. Since the students are volunteers and a picked lot, the professors who direct them find them interesting to work with, when those who got in by reason of fidelity in set tasks and who flounder when left to their own devices are pulled out. The voluntary character of the system, the distinction it offers, its privileges, freedom from routine, independence, close association with the strongest teachers, make it especially attractive and stimulating to students who are both able and ambitious. Well administered, it should carry such people very far. It will hardly enlist the able student unless he is ambitious as well.

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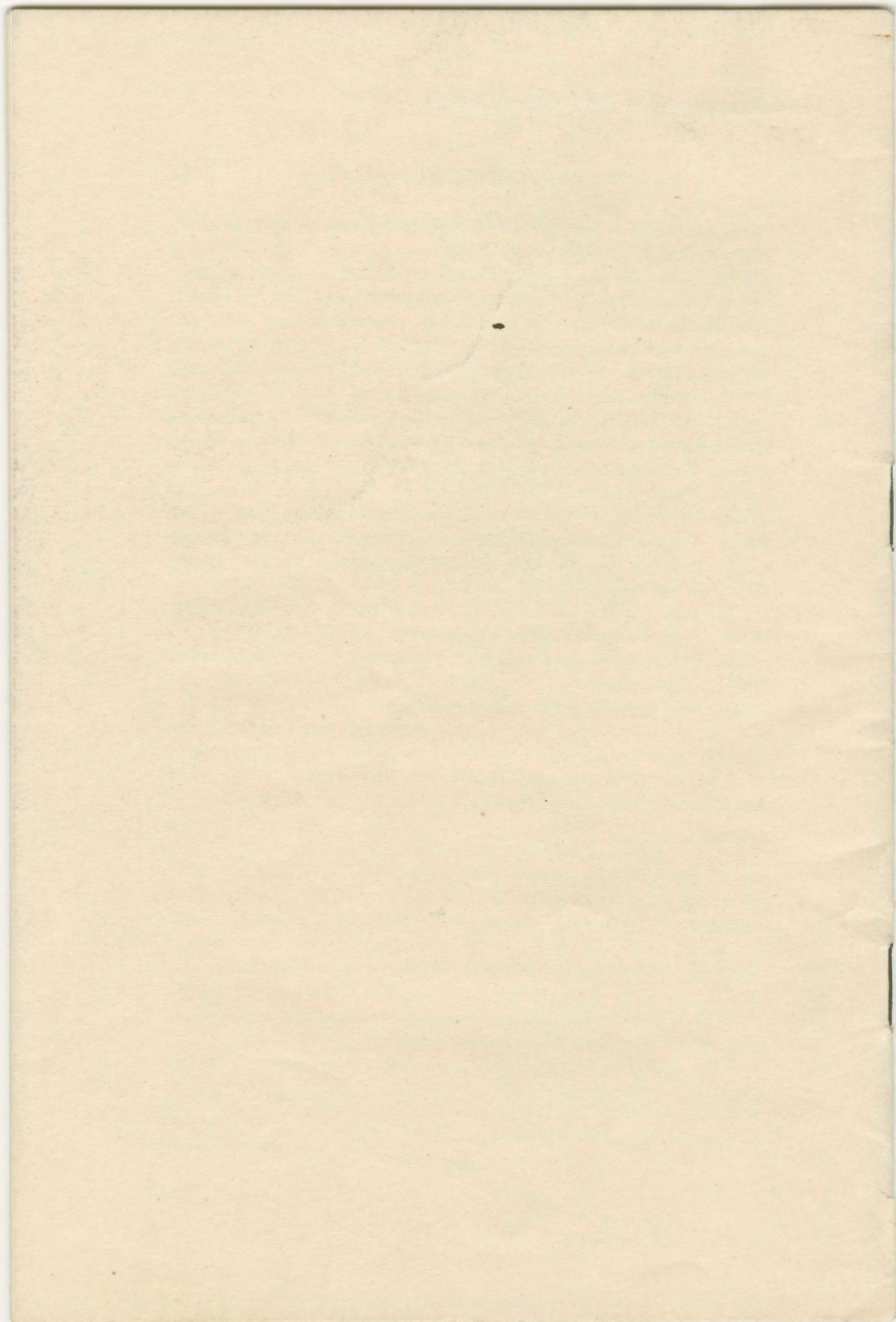
¹ The Committee expresses its thanks to Professor Hope Traver for preparing for the author's use a digest of the extensive bibliographical material. The articles listed are chosen from a much larger number. Bibliography relating to specific points will be found in earlier footnotes.

² The system of capitalization used in this and in previous bibliographies is that of the American Library Association.—EDITOR.

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For the Committee,

JOHN S. P. TATLOCK.



Dev. of Colleges

The Presidents
File

File B

June 1, 1925

My dear Mr. Wilkins:

You will remember that some weeks ago the President suggested that we have some sets of mimeographed sheets setting forth the ideals of the University in reference to the special attention which we are undertaking to give to the study and care of individual students. If my recollection is correct, he thought that there are probably some persons interested in this phase of college administration who, if they knew what we are trying to do, would be glad to make some contribution to the development of the University. I handed you a sheet containing some sentences from President Harper's statement of that very subject, and you and I then agreed that the other topics which President Burton suggested could best be treated from the point of view of material which you had already worked out.

I am writing this to raise with you the question whether we should not go forward with the preparation of these sheets. I should be glad to co-operate with you in every practicable way.

Very truly yours,

Assistant to the President.

Dean E. H. Wilkins
The University of Chicago

NB/R

Rev. J. W. Williams

Wm. Williams
J. W. Williams

June 1, 1928

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Very truly yours,

Assistant to the President.

Dean E. H. Williams
The University of Chicago

WB/R

For Mimeographed Sheets on
The College & the Individual *Stinson*

April 23, 1925

My dear Dean Wilkins:

Following my note written yesterday, I am writing to say that I have before me the quotation from President Harper's "The Trend in Higher Education." I will keep it here until you call for it. I should be glad if we may work together to put forward the President's request for some statement such as I described in my letter yesterday. What can we do to get the matter into his hands for his inspection pretty soon?

Very truly yours,

Assistant to the President.

NB/R
Dean Ernest H. Wilkins
The University of Chicago

April 22, 1925

My dear Dean Wilkins:

Acting upon the suggestion of your note to the President of April 20th, Dr. Burton is wishing that sets of mimeographed or multigraphed sheets be prepared to be placed in the hands of persons who might be interested to help to finance the carrying out of the projects referred to in your letter. The President suggests that such mimeographed sheets should include

1. An introduction.
2. A quotation from President Harper pertinent to these topics (Dr. Burton has in mind a definite quotation).
3. A brief but comprehensive statement of our recently formed plans, calling attention to the revival of our interest in matters of this kind, which interest subsided somewhat during the War and the rapid increase of the number of students in the University.
4. A statement of some things that we have done in these directions, for example the orientation science course.
5. Results, for example certain letters received from parents.
6. Plans for the future.

Very truly yours,

Assistant to the President.

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MB/R

THE COLLEGE AND THE INDIVIDUAL STUDENT

In 1899, President William R. Harper, in an address read at the inauguration of W. H. P. Faunce as President of Brown University, uttered a prophecy regarding education which is of great interest in view of its almost literal fulfillment at the present time. Dr. Harper said "Individualism, in education, as distinguished from collectivism, is the greatest contribution of the nineteenth century to the cause of college education. The application of the doctrine is seen in numerous modifications already introduced, as in the introduction of the elective system in courses of instruction, the encouragement of officers of instruction to specialize in this or that department, or in this or that subdivision of a department. The work of the student has been, in large measure, transformed as a result of the wide choice of subjects placed before him, and by the freedom given him to make his own choice. But, now, in order that the freedom may not be abused, and in order that the student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will be the scientific study of the student himself. X X X X X

This study will be made (1) with special reference to his character -- to find out whether he is responsible, or careless, or shiftless, or perhaps vicious; (2) with special reference likewise to his intellectual capacity -- to discover whether he is unusually able, or bright, or average, or slow, or dull; whether he is industrious, or irregular, or lazy; (3) with reference to his special intellectual characteristics -- to learn whether he is independent and original, or one who works largely along routine lines; whether his logical sense is keen, or average or dull; whether his ideas are flexible, or easily diverted, or rigid; whether he has control of his mind, or is given to mind-

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wandering, and to what extent he has power to overcome difficulties; (4) with reference to his special capacities and tastes -- to determine whether these are evenly balanced, or whether there exists a marked preference for some special subject; whether he prefers those aspects of study which are of the book type, or those of a mechanical or constructive type, or those of a laboratory type; whether his special gift lies along lines of an aesthetic character, or those of a literary or scientific or philosophical character; whether his special aptitude, supposing it to be in the literary field, lies in criticism, or interpretation, or creative work; whether his preference in scientific lines is for the observational or the experimental side of work, or for general principles; and, finally, (5) with reference to the social side of his nature -- to judge whether he is fond of companionship; whether he is a leader or follower among his fellows; whether he is a man of affairs, or devotes himself exclusively to his studies; the character of his recreation; the way in which he spends his leisure hours; whether he is compelled to work for self-support, or for the support of others.

These details, and many others which I may not now describe, will be secured in various ways: in part from preparatory teachers, in part from parents, in part from the student himself, in part also from careful observation of his work in the first months of his college life. It will be no easy task; but the difficulties will not be greater than its importance.

Such a diagnosis, when made, would serve as the basis for the selection of studies, in the different stages of advancement. ^{XXXXXX} The data thus gathered will determine the character of all advice given the student and of any punishment administered; for punishment as well as advice must be adapted to each individual case, and no two cases can possibly be alike.

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This material, likewise, will determine in large measure the career of the student. The most pathetic experience of college life is to find a man at the end of his college course as uncertain with respect to his life-work as he was at the beginning; an uncertainty due for the most part to the fact that he has not yet discovered his powers and tastes; that he has not studied himself so as to know himself; that he has not been studied by the instructors so as to be known by them. Here, in some degree, is the difference between college and university. The college is the place for the student to study and test himself, in order that he may learn for what God made him; the college is the place for the instructor to study each student, and to point out his weak and his strong points, that the former may be corrected and the latter still more greatly strengthened. The university is the place for men who have come to know themselves, and who have learned what they can do and what they cannot do, to study in the line of their chosen calling. For, strictly speaking, university life begins only when a man has discovered the subject of subjects which are to be connected with his life-work."

The emphasis which, especially since the great war has been placed, in leading American colleges and universities, upon the study of the individual student imparts especial interest to this utterance of the first president of the University of Chicago. A somewhat detailed comparative study of what has lately been done in various institutions in this direction reveals the fact that the University of Chicago has probably made greater progress toward this end than has been accomplished elsewhere. (Follow this with a brief but comprehensive statement of our recently formed plans calling attention to the revival of our interest in matters of this kind, with a statement of some things we have done in these directions; for example, the questionnaires sent to high schools, freshman week, the multiplication of the number of deans and officers, and the orientation courses.).

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Quotation from W. E. Hays's The Trend in Higher Education

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is re-examined physically, to note the progress of such remedies as have been applied, or to discover the rise of new complications; so in the future it will be a regular function of the college to make a general diagnosis of each student.

Study
This will be made (1) with special reference to his character--to find out whether he is responsible, or careless, or shiftless, or perhaps vicious; (2) with special reference likewise to his intellectual capacity--to discover whether he is unusually able, or bright, or average, or slow, or dull; whether he is industrious, or irregular, or lazy; (3) with reference to his special intellectual characteristics--to learn whether he is independent and original, or one who works largely along routine lines; whether his logical sense is keen, or average, or dull; whether his ideas are flexible, or easily diverted, or rigid; whether he has control of his mind, or is given to mindwandering, and to what extent he has power to overcome difficulties; (4) with reference to his special capacities and tastes--to determine whether these are evenly balanced, or whether there exists a marked preference for some special subject; whether he prefers those aspects of study which are of the book type, or those of a mechanical or constructive type, or those of a laboratory type; whether his special gift lies along lines of an aesthetic character, or those of a literary or scientific or philosophical character; whether his special aptitude, supposing it to be in

is re-examined physically, to note the progress of such
remedies as have been applied, or to discover the value of
new complications; as in the future it will be a regular
function of the college to make a general diagnosis of each
student.

This will be made (1) with special reference to his
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whether his special gift lies along lines of an aesthetic
character, or those of a literary or scientific or philosophical
character; whether his special aptitudes, supposing it to be in

the literary field, lies in criticism, or interpretation, or creative work; whether his preference in scientific lines is for the observational or the experimental side of work, or for general principles; and, finally, (5) with reference to the social side of his nature--to judge whether he is fond of companionship; whether he is a leader or follower among his fellows; whether he is a man of affairs, or devotes himself exclusively to his studies; the character of his recreation; the way in which he spends his leisure hours; whether he is compelled to work for self-support, or for the support of others.

These details, and many others which I may not now describe, will be secured in various ways: in part from preparatory teachers, in part from parents, in part from the student himself, in part also from careful observation of his work in the first months of his college life. It will be no easy task; but the difficulties will not be greater than its importance.

Such a diagnosis, when made, would serve as the basis for the selection of studies, in the different stages of advancement; ~~for~~ ^{it is} as certain that the student up to a certain age should be required to do work for which he has no special taste or ability, as that after such an age he should be guided to take that for which he has special taste or ability. The facts set forth in this diagnosis will be of paramount value also in determining the character of the instructor under whom he should study; for it is clearly manifest that students of different disposition, and of different attitudes of mind, cannot work with equal success under the same instructor even in

1 mg.

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the same subject. It is here that the large institution with several instructors in a given department will have the advantage over the smaller institution. For it is as important that students should have election in the matter of teachers as in the matter of subjects. A student who will utterly fail to do good work under one instructor will often do excellent work in the same subject under an instructor of a different temperament, though both instructors are of equal ability as teachers.

Start *L*
XX The data thus gathered will determine the character of all advice given the student and of any punishment administered; for punishment as well as advice must be adapted to each individual case, and no two cases can possibly be alike.

This material, likewise, will determine in large measure the career of the student. The most pathetic experience of college life is to find a man at the end of his college course as uncertain with respect to his life-work as he was at the beginning; an uncertainty due for the most part to the fact that he has not yet discovered his powers and tastes; that he has not studied himself so as to know himself; that he has not been studied by the instructors so as to be known by them. Here, in some degree, is the difference between college and university. The college is the place for the student to study and test himself, in order that he may learn for what God made him; the college is the place for the instructor to study each student, and to point out his weak and his strong points, that the former may be corrected and the latter still

the same subject. It is here that the large institution with several instructors in a given department will have the advantage over the smaller institution. For it is an important fact that students should have election in the matter of teachers as in the matter of subjects. A student who will not study will do good work under one instructor will often do excellent work in the same subject under an instructor of a different temperament, though both instructors are of equal ability as teachers. The data thus gathered will determine the character of all advice given the student and of any punishment administered; for punishment as well as advice must be adapted to each individual case, and no two cases can possibly be alike. This material, likewise, will determine in large measure the career of the student. The most pathetic experience of college life is to find a man at the end of his college course an uncertain with respect to his life-work as he was at the beginning; an uncertainty due for the most part to the fact that he has not yet discovered his powers and tastes; that he has not studied himself so as to know himself; that he has not been studied by the instructors so as to be known by them. Here, in some degree, is the difference between college and university. The college is the place for the student to study and test himself, in order that he may learn for what God made him; the college is the place for the instructor to study each student, and to point out his weak and his strong points, that the former may be corrected and the latter still

still more greatly strengthened. The university is the place for men who have come to know themselves, and who have learned what they can do and what they cannot do, to study in the line of their chosen calling. For, strictly speaking, university life begins only when a man has discovered the subject or subjects which are to be connected with his life-work.

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F4
The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

May 25, 1925.

Dean J. H. Tufts,
Faculty Exchange.

Dear Dean Tufts:

I am ready at last to present the problems connected with interdepartmental junior college orientation courses for next year.

The first of these courses, that on The Nature of the World and of Man, was given for the first time last autumn and winter to 60 students selected as the most promising members of the freshman class. This made two sections of 30 students each. The course as a whole was in charge of Professor Newman, who also had immediate charge of section A. Professor Bretz had immediate charge of section B. In general the two sections met together on Mondays, Tuesdays, and Wednesdays, and separately on Thursdays and Fridays. Lectures were given on Monday and Wednesday by the lecturer of the week, who also led the class discussion on Tuesday. Separate section discussions were held on Thursday, with written work and some discussion on Friday. Professors Newman and Bretz conducted all the lectures, participated in Tuesday discussions, led the Thursday discussions, took charge of the written work and other administrative matters, and each gave some of the lectures.

The course was really extremely successful -- from the point of view of the students, of Professors Newman and Bretz, and of the co-operating lecturers. The success was due primarily to the work of Professor Newman in the specific planning and conducting of the course and to his personal attitude and influence; to the all-round helpfulness and efficiency of Professor Bretz; to the generous co-operative spirit of the several lecturers; and in considerable measure to the fact that the personnel of the students in the course was carefully selected. The course has aroused great interest in other institutions, particularly in respect to its combination of the "orientation" and the "leading student" ideas, in respect to its specific procedure, and in respect to the very successful handling of the collateral reading problem through the loan library service. By letter or in person I have answered a great many inquiries about the course, the example of which is being followed elsewhere.

This year Professors Newman and Bretz were both allowed by their departments to carry this work as departmental work -- that is, each of them omitted two departmental majors which they would otherwise have given. The lecturers gave their services gratis.

For the coming year we hope very much indeed to increase the course from 60 to 100 students, thus making three sections instead of two. While the selective principle is important, we feel that the best 100 students would be perfectly capable of carrying the course, and we feel that its great benefit should be extended as widely as is feasible.

Professor Newman will serve on the same basis as last year, so that no special financial arrangement is necessary in his case.

The University of Chicago

The College of Arts, Literature, and Science

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The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

Dean Tufts.

Page Two.

Professor Bretz, however, though he desires to continue work in the course, feels that he cannot again omit two departmental majors, and he therefore desires to give these two orientation majors as extra majors, receiving compensation as though these two majors constituted fourth quarter teaching -- that is, at two-thirds of this regular salary for a quarter's work. Since his regular salary is \$4250, this would mean compensation of \$944.44 to him for the two quarters' work.

For the third section we have secured the agreement of Professor Merle Coulter to serve, the botany department agreeing to release him from one major which he would otherwise have given provided he may receive cash compensation for the other major which will be in addition to the normal amount of work. As his salary is \$3300 his compensation would amount to \$366.67.

So much for the first course. That course brings the story of life up to the point where man is defined as man (incidentally affording a survey of the several natural sciences) but it leaves untouched the second and more important chapter of the story -- the story of man in society, his achievements and, in particular, his problems (incidentally affording a survey of the humanistic sciences). It is therefore obviously to be desired that the same students who take the first course in their freshman year should in their sophomore year take a corresponding two-quarters course on Man in Society. With the help of an informal committee I have drafted an outline for such a course, of which I enclose a copy herewith.

That outline covers the whole humanistic field. It seems best for practical reasons to divide it into two blocks, on corresponding to the Social Sciences, and the other to the Arts. So I am planning to have it given as two separate courses, the first called "Man in Society", to be given in the winter, 1926, and the second called "The Arts", to be given in the spring, 1926.

For the winter quarter course, which is to be given on the same general procedure as The Nature of the World and of Man, Mr. Dorn of the history department is willing to take charge of the course, and the history department is willing to release him for this work provided that an instructor for a section of a junior college course (probably History 131) may be engaged for that quarter. The cost of this would be presumably \$250. Mr. Simpson, Assistant in Sociology, is willing to serve with Mr. Dorn, taking charge of the second section. Mr. Simpson is now giving one course each quarter, his compensation being \$200 per course plus tuition. The proposed major would be additional work for him, and should, I think, be paid for by an additional \$200.

Arrangements for the course in The Arts are not yet complete, and will depend on some conditions which are still uncertain. Since it will not be given until spring I am inclined to think that it will be best not to attempt detailed preparations until autumn. I am therefore making at the present time the four following specific requests:

1. that I be authorized to engage the services of Professor Bretz to have charge of a section in The Nature of the World and of Man for the autumn and winter quarters for \$944.44;

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

Dean Tufts.

Page Two.

Professor Bretz, however, though he desires to continue work in the course, feels that he cannot again omit two departmental majors, and he therefore desires to give these two orientation majors as extra majors, receiving compensation as though these two majors constituted fourth quarter teaching -- that is, at two-thirds of this regular salary for a quarter's work. Since his regular salary is \$4250, this would mean compensation of \$2833.33 to him for the two quarters' work.

For the third section we have secured the agreement of Professor Maria Calster to serve the history department agreeing to release him from one major which he would otherwise have given provided he may receive cash compensation for the other major which will in addition to the normal amount of work. As his salary is \$3800 his compensation would amount to \$386.67.

So much for the first course. That course brings the story of life up to the point where man is defined as man (incidentally affording a survey of the several natural sciences) but it leaves untouched the second and more important chapter of the story -- the story of man in society, his achievements and, in particular, his problems (incidentally affording a survey of the humanistic sciences). It is therefore obviously to be desired that the same students who take the first course in their freshman year should in their sophomore year take a corresponding two-quarter course on Man in Society. With the help of an informal committee I have drafted an outline for such a course, of which I enclose a copy herewith.

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Arrangements for the course in The Arts are not yet complete, and will depend on some conditions which are still uncertain. Since it will not be given until spring I am inclined to think that it will be best not to attempt detailed preparations until autumn. I am therefore making at the present time the four following specific requests:

1. That I be authorized to engage the services of Professor Bretz to have charge of a section in The Nature of the World and of Man for the autumn and winter quarters for \$244.44;

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

Dean Tufts.

Page Three.

2. that I be authorized to engage the services of Merle Coulter to have charge of a section in The Nature of the World and of Man for the autumn and winter quarters for \$366.67.
3. that I be authorized to engage the services of Mr. Dorn to take charge of the course on Man in Society for the winter quarter, involving an expenditure of about \$250 for an instructor in junior college history for one major.
4. that I be authorized to engage the services of Mr. Simpson to have charge of a section in Man in Society for the winter quarter for \$200.

Very truly yours,

Ernest H. Williams

Dean of the Colleges.

EHW Y

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

Dean H. W. Williams
Page Three

2. That I be authorized to engage the services of Maria Goulet to have charge of a section in The Nature of the World and of Man for the autumn and winter quarters for \$368.87.

3. That I be authorized to engage the services of Mr. Dorn to take charge of the course on Man in Society for the winter quarter, involving an expenditure of about \$250 for an instructor in Junior college history for one major.

4. That I be authorized to engage the services of Mr. Simpson to have charge of a section in Man in Society for the winter quarter for \$200.

Very truly yours,

W. H. Williams

Dean of the College.

W H W

OUTLINE FOR A COOPERATIVE COURSE

on.

"MAN IN SOCIETY"

A. The Social Order

I. Social Groups

Inclusive groups: the family, the community, etc.

Special groups, based on community of condition or interest

II. Social Control

Immediate

Custom, public opinion, etc.

Government

Social service

Leadership

Preparatory

Education

B. Social Functions

I. The Maintenance of Life

The means of life

Food, clothing, housing

Hygiene and physical culture

Medicine

The acquisition of the means of life

The extractive industries

The manufacturing industries

Exchange

Transportation and communication

II. Social Increments

Social intercourse and recreation

The arts

Architecture, sculpture, painting, decorative arts

Music

Literature

The desire to know

Exploration

Science

History

Philosophy

Religion

Social responsiveness

OUTLINE FOR A COOPERATIVE COURSE

or

"MAN IN SOCIETY"

A. The Social Order

I. Social Groups

Inclusive groups: the family, the community, etc.
Special groups, based on community of condition or interest

II. Social Control

Immediate
Custom, public opinion, etc.
Government
Social services
Leadership

Propaganda
Education

B. Social Functions

I. The Maintenance of Life

The means of life
Food, clothing, housing
Hygiene and physical culture
Medicine

The acquisition of the means of life
The extractive industries
The manufacturing industries
Exchange
Transportation and communication

II. Social Interests

Social intercourse and recreation
The arts
Architecture, sculpture, painting, decorative arts
Music
Literature
The desire to know
Exploration
Science
History
Philosophy
Religion
Social responsiveness

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

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December 6, 1923

ackd

President E.D. Burton
Harper Library

Dear President Burton:

One of the three committees into which the College Deans are organized for purposes of constructive study has as its field of investigation "The Improvement of Instruction".

You will, I think, be interested both in the general outline of this work which appears in the document headed A, and is simply a working memorandum for the committee, and more especially, I hope, in the document headed B, which has reference to the selection and appointment of instructors. This second document has had the approval not only of the committee in question, but of the College Deans as a whole, and comes to you now therefore as a recommendation from the College Deans.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

December 6, 1928

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Harvard Library

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Very truly yours,

Ernest H. Williams

Dean of the Colleges

EW/BJ

IMPROVEMENT OF INSTRUCTION

Outline of Topics

Selection and Appointment of Instructors

Scouting

Systematic file of information about eligibles
Co-operation with appointment committees
of Universities and learned societies

Trying-out of candidates

Teaching fellowships
Lectures before seminars, etc.
Summer Quarter appointments

Appropriations to support these procedures,

Policy of appointing in terms of men rather than of
subjects only; and of appointing when a first-
rate man is available rather than only when a
vacancy occurs.

Education and Training

Departmental arrangements for training junior instructors

Voluntary, co-operative study of teaching methods by all
members of the teaching staff, meeting from time to
time, in groups or as a whole body, for lectures and
discussions

Formulations of standards of good teaching devised to aid
teachers in criticizing and improving their own work

Training of advanced students in practical teaching
methods
Special course of study for a teacher's degree

Supervision

Informal back-and-forth visiting of classes by colleagues
of similar rank, with the object of exchanging sug-
gestions

Visiting of classes by officers of departments or
faculties, especially if these visits are frequent in
the ordinary course of things, and co-operative in
spirit

A

IMPROVEMENT OF INSTRUCTION

Outline of Topics

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Criticism by outside experts invited by the group
whose instruction is to be criticised

Elimination of the Incompetent

Prompt elimination of persons of inadequate capabilities

Retirement of persons who no longer deserve to be
retained on permanent appointment

Retention of the Superior

Salary and promotion policy to retain persons of
superior ability, training and experience

Fiscal aspects of the problem of assuring experienced
instruction; relation to size of classes, etc.

Opportunity and Incentive

Moderate burden of work, especially for junior men
Freedom from economic pressure necessitating outside work
Assistance in preparation of class material
Recognition and promotion on the basis of
 Good teaching
 Contribution to discussion of educational policies
 Syllabi, examination papers, etc.--which should
 be published, so far as seems possible, and
 regarded as significant publications

Departmental democracy, co-operation and morale

Methods of Instruction

Preceptorial (tutorial) system for reading courses

Discussion groups in large classes, with outstanding
students as group-teachers

General lectures by exceptional lecturers in courses
of many sections

Material

Outlines, syllabi, reading lists and other devices to
organize work

Printed examination questions

Improved library accommodation

Criticism by outside experts invited by the group
whose instruction is to be criticized

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Improved library accommodation

With a view to the improvement of teaching and scholarship in the University, the College Deans offer the following suggestions concerning policy and procedure in the selection and appointment of instructors.

POLICY

Appointments to the Faculties should be made in terms of men, rather than in terms of subjects only. In accordance with this principle, an appointment may well be made when a man of outstanding ability is available, even though instruction is already being offered at the University in the field of his special interest. On the other hand, the mere fact that some particular subject is for the moment unrepresented in the curriculum should not ordinarily be felt to justify permanent appointment of a person of indifferent qualifications. Temporary gaps in the program of instruction may be regarded as inevitable and not necessarily serious; but the hasty and ill-judged appointment of an inferior professor in effect perpetuates a vacancy as long as he holds the position.

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PROCEDURE

Members of the Faculties, and especially the chairmen of departments, should be at all times alert to discover scholars and teachers of promise in their particular fields, whether or not immediate appointments are contemplated. To support the efforts of the several departments, it is recommended that a central bureau be established in charge of a competent secretary whose duty it shall be to gather and file, currently, whatever information can be collected with reference to the academic records of such persons as have been reported to the secretary as possible candidates for appointment at some future time. Among other sources of information may be mentioned college and university catalogues or circulars containing descriptions of courses offered; statements from the appointment officers or committees of universities and learned societies; published proceedings of learned societies; current bibliographies and reviews, etc. Graduates of the University connected with other institutions might be asked to supply information about men whose work they were in a position to observe.

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When an appointment is to be made departmental executives should consult the systematic files of information thus provided and be guided by them in their subsequent inquiries and negotiations.

Candidates for appointment should, so far as possible, be tried out in one or another of the following ways:

(a) As invited lecturers before audiences composed of student and faculty members of the interested departments. The subjects of such lectures, and the character of the audience on each occasion, should be arranged with reference to the sort of teaching that would be expected of the lecturer if he were appointed to the faculty of the University. Thus a candidate for an instructorship in elementary work should be asked to lecture to a junior college audience and to choose and treat his subject accordingly. It is desirable that trial lectures of this kind be given not singly, but in short courses extending over several days in order better to test the lecturer's organization of his material, and in order that opportunity may be given for informal personal meetings with the candidate.

(b) As instructors in the Summer Quarter

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- (b) As instructors in the Summer Quarter

(c) As Teaching Fellows-especially in the case of younger men. The teaching fellowships here contemplated would differ substantially from fellowships and assistantships as now ordinarily administered. The honorary character of the appointments should be strongly emphasized; the stipends should be nearly equivalent to what the incumbent might receive as a full-time instructor, and in every way the conditions of tenure should suggest opportunity for the teaching fellow, rather than such demands upon him as would interfere with his development. Particularly he should be advised and assisted in his efforts to organize his material for effective presentation, and, in general, to make himself a successful teacher of his chosen subject. He should be led to feel that his tenure of the fellowship was advantageous to him, even if no appointment at the University followed.

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fees; teaching fellowships. Furthermore, if scouting for promising personnel is to be effective, and if men under consideration for appointment are to be observed and interviewed, traveling and incidental expenses must be provided for. Specifically, it may be desirable to pay a part of the expenses incurred by any member of the faculty sent as an authorized departmental representative to attend the meeting of a learned society and to report upon the promising men present and participating at the meeting.

The total of these various expenditures should be considerable if the policies indicated are to be pursued with energy and with promise of full success. The College Deans venture to suggest, however, that at the maximum these expenditures would amount to but a small fraction of the sum now spent as salaries of ineffective professors. If the proportion of unfortunate appointments could be reduced one-fourth by the measures suggested, an actual financial economy would probably be effected. One hesitates to reckon in dollars what might be gained for the University by the discovery and appointment of men destined to become preëminent as scholars and teachers.

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Office of the President

Referred to

H. B. Butter

1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
5. Return
 - a) With information called for in writing.
 - b) With suggestion of answer in writing.
 - c) Comment in writing.
6. Return and arrange for personal interview.
7. Follow through—and report.
8. Initial and return (sent for information only).
9. Accept_____Decline.
10. Send to _____ with covering letter.
11. File under_____
12. Make _____ copies.
Send to _____
13. Remarks.

*Can we have \$200
from the President's
Fund? If so please
write W. H. H. to
that effect*

the case

Office of the President

W. H. C. Carter

Referred to

1924

Please

1. Dispose of as you think best.
2. Answer and retain in your files.
3. Answer and return with carbon of reply for our files.
4. Return with answer on President's stationery for him to sign.
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 - c) Comment in writing.
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7. Follow through—and report.
8. Initial and return (sent for information only).
9. Accept _____ Decline _____
10. Send to _____ with _____ covering letter.
11. File under _____
12. Make _____ copies.
13. Send to _____
13. Remarks.

*Can we spare \$200
for the President
fund? If so please
will you let him
let off*

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

December 15, 1924

President E.D. Burton
Harper Library

Dear President Burton:

In accordance with plans of which Professor Artman and I have spoken with you informally, the group of Fellows of the National Council for Religious Education who are working with him, and certain other students who are working with him, have agreed to act without cost to the University through the Winter and Spring Quarters as Freshman Advisers. Each will be assigned to one of the Deans, and will work in close co-operation with that Dean.

I am very happy over this arrangement, as I think it will make it possible for us to come much nearer to realizing the principle of individual friendship which we have been seeking to reach. While the increase in the number of Deans was a great step in the right direction, the number of students still assigned to each Dean--250--is still so large as to preclude the type of individual friendliness in most cases.

In order that the new relation may be as effective as possible, it would seem to be desirable that limited funds should be available for group entertainment of Freshmen by Advisers and Deans. Presumably it would be well that each group of 60 Freshmen should meet together with Dean and Adviser for an informal afternoon gathering. I do not think that the cost of the entire series of such gatherings for the Winter Quarter would run over \$175-200. Perhaps what we have in mind could be accomplished for a smaller sum.

In view of the fact that the service of the Advisers is not a charge upon the University, it would seem to me to be a good investment if such a sum might be made available to me for use in the manner indicated.

If you think in principle that such a sum may be made available, I shall be glad if you so desire to prepare for you a more exact estimate of the probable needs.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

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

OFFICE OF THE DEAN

December 16, 1934

President E.D. Burton
Harper Library

Dear President Burton:

In accordance with plans of which Professor Ataman and I have spoken with you informally, the group of fellows of the National Council for Religious Education who are working with him, and certain other students who are working with him, have agreed to act without cost to the University through the Winter and Spring Quarters as Freshman Advisers. Each will be assigned to one of the Deans, and will work in close co-operation with that Dean.

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Very truly yours,

Ernest H. Wilkins

Dean of the College

EW/25

December 22, 1924

My dear Dean Wilkins:

The President has referred to me your note of the 15th suggesting that if it is feasible an amount not to exceed \$200. be set aside for a series of entertainments for freshmen by advisors and deans.

The President refers this to me because I am keeping a memorandum of the status of the President's Fund. I am happy to report that it will be quite practicable to set aside the amount I have named for this purpose, and I will send a note to the Auditor informing him that the President has authorized this.

Very truly yours,

Assistant to the President.

Mr. Ernest H. Wilkins
The University of Chicago

ED/R

December 22, 1934

My dear Dean Williams:

The President has referred to me your note of the 15th suggesting that it is feasible an amount not to exceed \$200, be set aside for a series of entertainments for freshmen by advisors and deans.

The President refers this to me because I am keeping a memorandum of the status of the President's fund. I am happy to report that it will be quite practicable to set aside the amount I have named for this purpose, and I will send a note to the Auditor informing him that the President has authorized this.

Very truly yours,

Assistant to the President.

Mr. Ernest H. Williams
The University of Chicago

WB/R

December 23, 1934

My dear Mr. Plimpton:

The President has authorized the placing of \$200. at the disposal of Dean Wilkins for a series of entertainments for freshmen by advisors and deans, the amount to be drawn from the President's Fund.

Very truly yours,

Assistant to the President.

Mr. N. C. Plimpton
The University of Chicago

NB/R

December 22, 1934

My dear Mr. Plimpton:

The President has authorized the
plasing of \$200. at the disposal of Dean
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to be drawn from the President's fund.

Very truly yours,

Assistant to the President.

Mr. H. C. Plimpton
The University of Chicago

MB/R

5624 Madison Ave.

Dear President Judson,

I hope you may find
room upon your shelves
for a book that bears
the names of an old
Chicago man, who retains
the pleasantest memories
of his service here, and
a new one, whose first

days here Mrs. Judson
and you have done
much to make happy.

Very sincerely yours,
Ernest H. Wilkins

Nov. 16, 1912.

Dear Mrs. Jackson

at your home

much to make happy

Very sincerely yours

Ernest H. Williams

Nov. 16, 1915

Chicago, November 19, 1912

My dear Mr. Wilkins:-

Thank you very much for the very valuable book which contains your name and that of Mr. Rand on the title page. It will be an important addition to my library.

Thanking you for the courtesy, and congratulating you on the achievement of the book, I am,

Very truly yours,

H.P.J. - L.

Mr. Ernest H. Wilkins,
The University of Chicago.

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The University of Chicago.

H.P.J. - L.

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Thank you very much for the very valuable

My dear Mr. Wilkins:-

Chicago, November 19, 1912

day's here
and you
Dear President
1 hope