

Office of the Chancellor
Return 502 Admin.

April 29, 1929.

To
The Alumni Council Committee,
The University of Chicago.

Your communication of a fortnight ago has been of extraordinary interest to me and I have given it much thought. Because I have already, however, two full-time jobs I am unable to go into the discussion it invites on anything like the scale which the importance and scope of the subject demand. Not the research and dissertation of one aspirant to the doctorate but the co-operative labors of many seeking the degree in the fields of educational history and administration would be required to do justice to the task.

So I am confining myself to the topics proposed in the six questions in the third paragraph of your first page.

Do you believe the present method of selection of applicants for admission a good one?

Unless the world is growing better at a surprisingly rapid rate I cannot but think that selective admission has something to do with the higher quality notable in the students I come in intimate contact with in my classes. I say intimate contact, because the association of an English teacher, in composition courses and in relatively small literature courses conducted on the discussion plan, is just that. And in this association I find that students to-day, as compared with those of ten or even five years ago, show the following differences:

- (a) much better technique in expressing themselves in writing--not only in themes and term-papers, but in informal quizzes written in class. Their English is much nearer being what it should be--a tool.
- (b) much wider background of reading--particularly in poetry and drama.
- (c) much more freedom and ease in discussion of ideas.
- (d) much more challenge to the knowledge and mental alertness of the instructor, as contrasted with mere docility. This is very wholesome for the instructor.
- (e) more application of knowledge gained in other fields--particularly the fields covered by The Nature of the World and of Man and other survey courses--to the field of English. This integration is of the utmost educational significance.

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The selective admission system is not flawless, of course. But my belief is that it needs not a less but a more thoroughgoing application. I should like to see ~~some~~ full stream of applicants as would make such application necessary, if, as I think, what we want is a relatively small but super-excellent undergraduate body. I believe too that whereas too much attention is not paid to the preparatory-school record of the applicant, not enough is paid to personality. The "freshman folders" (sample enclosed) call for some highly significant information, directly and, even more, indirectly. But I have known instances in the past where the information bearing on character and background has received too little attention. If a system could be devised whereby there might be personal consultation with all applicants living within the neighboring territory from which so large a percentage of our undergraduates come it would, in the long run, be well worth whatever it might cost. The persons undertaking the task of consultation, I need not say, should be chosen with primary reference to their possession of what William James said was the mark of an educated man: his ability to know a good man when he sees one.

Are you concerned about the athletic situation?

I'll say I am! But perhaps not in the sense intended by the Committee. I doubt if there is any alumna of the University who has had a longer record of fairly steady attendance upon football games than I have. And I have gone, not for social reasons and because it was the thing to do but because I am interested in football in itself and as a cherished feature of University life. But here I find retrogression instead of progress. In the old days--really old days--the football crowd was a college crowd. It was made up of our own people plus Chicagoans who had acquired their interest in the sport at other colleges. Now with the huge stadium and the swollen popular interest in the game this is changed. And one need only feel the temper of the crowd and hear the snatches of talk on the stairs at leaving to know that to very many of the spectators the afternoon has been one of professional entertainment. This is bad for everybody concerned. It tends to professionalize the student-spectator attitude. It cannot but affect the players. And that many of the players for many years, however devoted, have rebelled with bitterness at what the modern conditions of the sport have exacted from them, is surely known to all of us. Not only is the double exaction of high technical proficiency for exhibition purposes plus good academic standing a severe drain on a man, but the enormous over-emphasis put on the importance of what was originally intended to be a recreation tends to warp and distort a player's ideas of education and of life. It may even do him irreparable psychical damage. Heywood Brown, I remember, in a New York newspaper three or four years ago stated that whereas he had been a football fan all his life he had come to question whether we had any right to put a 20-year older in a position where he might blunder before 70,000 persons. And Westwood Pegler, not an emotional gentleman one would say, wrote in The Chicago Tribune last autumn to this effect: that he had been criticized for not taking football seriously enough; but that when he saw the Harvard Captain, after a costly fumble, on his knees in the field, beating his breast, he wondered whether he took it seriously enough. Well, I wonder whether any of us do.

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Surely the growing urban tendency to take one's sport vicariously is nothing to take lightly. I, for one, look forward to the results of the study of intercollegiate athletics undertaken by the Carnegie Foundation. And meanwhile the development of intramurals is a healthy sign.

The fraternity problem?

In the early days of the University--a member of the class of '97 is bound to be a laudator temporis acti-- the basis of grouping into clubs and fraternities was other than that obtaining to-day. It was congeniality and friendship. The political element entered to an extremely limited extent. To-day it is too often the dominating element. And I am not wrong in conjecturing that in the case of fraternities, who have houses to maintain, the financial factor is not unimportant? I am a charter member of my club-- Esoteric. Indeed, I have sometimes entertained myself with the idea that that is the only way I could ever have got in. Surely no girl of the type I was in 1894 could make the club to-day. But with this early strategic advantage I have had long years of pleasant relationships. Beginning with a deanship in 1916 I had wider opportunities of observing other clubs. The last four years membership on the advisory committee of the Inter-Club Council has given me more knowledge of club procedures and club spirit. Most of all, however, I have benefited by two experiences: association with the administration through my chairmanship of the Women's University Council, and eighteen months of meetings, always one a week, sometimes two and three, with groups of girls, to the number of from ten to fifteen, almost all club girls, coming together to discuss the relationship of the clubs to the University. The aim of these discussions was to devise means of keeping the advantages of such organizations and minimizing the detriments. The upshot of these varying experiences over a long period of time is to convince me of the following:

- (a) that for one girl whom the club helps in her freshman adjustments, social and academic, there are probably twenty for whom it obscures the true relationship between club and University, holding as it does the small thing, the club, so near the eye that the big thing, the University, is cut out of the field of vision. Many girls never make the readjustment. This has been shown time and again in even a Junior's or Senior's saying, when a remedy for some narrowly selfish procedure of her organization has been offered: "Yes, I can see that would be best for the University. But it would hurt my club!"
- (b) that the club bond loosens, frequently to the point of slipping altogether except in name, in the Junior and Senior years of many members. The amount of thoroughly disillusioned criticism of clubs by girls in their last two years is astonishing. It manifests itself particularly at the end of the rushing season, whether

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one's club has been highly successful or not.

This phenomenon has been remarked by many observers, of all shades of sympathy, or lack of it, for clubs, and it occurs among all the larger, older clubs.

- (c) that this criticism, disillusion, and sense of futility is strongest in the most intelligent girls.
- (d) that over and over again an administrative officer--Dean of the Colleges, Social Director, perhaps, or a faculty-student group concerned with promoting the welfare of undergraduate life finds clubs (and fraternities) a solid obstacle square in the path of desirable procedure. They are co-operative only up to a point. When the point has been reached at which it becomes necessary to discriminate between University and secret organization they put club or fraternity first.

In older days, when the competition for power was so much less, this divergence of University interests and club interests was relatively negligible. And those were the days when the club tie, knotted in genuine friendship, was so strong and so satisfying that it holds firm yet, to the happiness of all concerned. I visited last summer in the East a number of my club sisters dating from my own time until a college generation or two later, and I was profoundly impressed by the fact that what we had was not something nominal and temporary but something real and permanent. I gravely doubt whether the basis and emphasis of club life today will permit any such record thirty years hence. Too often the root of the matter is not there.

It is not for me to discuss fraternities. Suffice it to say that their disadvantages in my view parallel those of the clubs--with the sole exception that the social and political power they wield is distributed through the hands of a much wider membership. And they have one great additional disadvantage: their possession of house property puts upon them a financial burden which in some instances has led to a membership notable for size rather than quality, with dissatisfaction resulting all round. And anyone, student or faculty member, sitting on the Board of Student Organizations, would tell you that the records of financial irresponsibility on the part of a number of fraternities which have been brought before that body have been really appalling. The harm to the reputation of the University that can be wrought in this fashion is only equalled by the bad training for life which such procedure gives the fraternity members. Add to this the fact that fraternity-house life is often found impossible by those whose interests are wider than fraternity affairs, who desire to lead, I won't say a student-like existence, but a free-ranging, inclusive, enriching existence, so that they must move away from the house to get what they come to college for, and you have a pretty severe arraignment of fraternities as found at Chicago to-day.

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Expressions of profound dissatisfaction on the part of fraternity and club members are not new to you; they existed in your day, though I think not to as great an extent. But one's memory of college days is treacherous: it tends to preserve the happinesses and let the glooms go. It idealizes the images of the past. Mine, you may say, idealizes my days. No doubt it does, to a certain extent. But please note that I have had the correction of long years of nearly continuous intimate association with the University, for during all but six of the thirty-five years since I came to the University a freshman I have been directly connected with it as student or teacher; and for five of those six I was in indirect connection through my husband's membership in the faculty. Thus constant contact with reality has tended to check idealizing tricks of memory.

The social life of the undergraduate?

On this highly important matter I shall say very little for three reasons:

- (a) because there is far too much to say to make me willing to discuss it as one topic in a mere letter like this;
- (b) because I have alluded to one basic aspect of the problem in the foregoing discussion of secret organizations;
- (c) because I know that my colleague, Charlotte Montgomery Grey, with her unique opportunity as acting Social Director, has dwelt at some length on the topic in her letter to you.

In general my views are these. Social life for undergraduates needs to be made as inclusive as possible. It needs much enrichment by elements not merely labelled entertainment or recreation but actually capable of producing refreshment, exhilaration, and enduring delight. It can attain these things if the obstacles which clubs and fraternities now present are done away with by the clubs and fraternities themselves, and if some permanent group, preferably faculty-student, is charged with the responsibility of creating and supervising the carrying out of a comprehensive plan for the establishment of conditions making possible such recreational enrichment of student life. One hopeful feature of such a plan might well be the encouragement of groups drawn together by common interests. These would be of the widest variety of types. It does not make so much difference whether a group gets together to play bridge or bowl, on the one hand, or as a group of men is doing at present (and finding it hard to get a room to do it in) to discuss the function of religion (quite their own idea, of course). What is important is that the University should foster the getting together of congenial souls, with opportunity for endless informal talk before, during, or after the activity that has brought them together.

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The future of the undergraduate colleges?

My own belief is that if only for the city of Chicago, whose name we bear and reciprocal relations with which we aim to foster and cherish, we should always maintain the colleges. But also for the sake of our graduate schools and for the cause of education in general, we should maintain, by no means the biggest, but the very best possible undergraduate schools. A unique opportunity for colleges of arts, literature, and science which shall be leaders in a field--a field perhaps to be created by us--is presented us by our graduate background, our metropolitan situation and constituency, and the fact that we are an endowed institution and can therefore select our material.

In my opinion the colleges have of late years in too many ways been the stepchild of the University. In some ways they have had expert and devoted attention, which has resulted in some admirable measures, like the inauguration of the survey courses (whose effects are plainly discernible in the thinking of the students, enjoying the benefit of them); the new interest in courses in the arts; the creation of the departmental adviserships--to name a few. The presence of students, and in such numbers as to give them a potent voice, on such bodies, e.g., as the Board of Student Organizations and the Board of University Social Service and Religion, and the whole emphasis on faculty-student co-operation is immensely significant for progress. In my day as an undergraduate I had teachers like Robert Lovett, Robert Herrick, Rollin Salisbury, George Vincent, James Rowland Angell, John Dewey, and I am undyingly grateful for that; but nobody ever dreamed of consulting me or my fellows corporately about what should be done in the University scheme or how it should be done. We took what we were handed. To-day, with so many more students, it is more difficult for a considerable proportion to sit under the "big" people of the faculty. The survey courses are restricted. On the other hand, through non-curricular groups already existent these kindling experiences take place to-day. When I see, at the house of the Dean of the Chapel, a group of young men and women standing about Mr. Arthur Compton at the end of an evening eagerly discussing a philosophic aspect of physics, I think, "There is real education!"

One thing is sure: nothing could be more preposterous than the recurrent agitation over reports that the colleges are to be abolished. Bothacting President Woodward, whose interest in undergraduate life and training is so constant, deep, wise, and human, and the Dean of the Colleges, unwearingly putting his keen and informed mind on the task of their betterment, are standing refutations of this rumor, in their very selves. In addition you have the refutation in unmistakable verbal terms in Mr. Woodward's communication to the Alumni of April 15, 1929. If I may associate myself with these august persons, let me add that as chairman of the body which now exercises the functions of a Dean of Women, I have a certain voice and influence, and that I am by predilection, training, experience, and sympathy wholly committed to the maintenance of our college, including Junior College, undertakings. One might add, committed by economic interest in bread and butter as well: what job for me in the graduate schools?

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But none of us is satisfied with the colleges as they are. We need more housing and a Hall life capable of pouring a rich stream into the students' whole educational experience. This we hope to get in less than two years. We need above all things, greater distinction and power in the teaching staff. The primary job of the college as such is teaching. On its teachers, not on its laboratory facilities or the equipment of its dormitories, a college stands or falls. A good college teacher must know his subject and be enthusiastic about its contribution to life. He must care about his students, and care about them not just as a group but as individuals, and not just as brains but as whole men and women. And he must know how to make this subject and these students come together, must know how to organize his material and impart it. This kind of person is not plentiful. Yet are heads of departments and the University as a whole sufficiently keen on the lookout for him? Aren't they too often content to think that a promising graduate student can teach? Sometimes he can, fortunately, but often he can't, and the college is sacrificed to the graduate school. The kind of teacher I have spoken of is rare, and, as has been said, "should be expensive." Here is a crucial point. A man or woman to teach well for long must have some comparative ease and comeliness of living conditions; must have some security; must have some recognition. He must have, in short, some approximately adequate pay. Compare the salary scales of Columbia, Yale, Princeton, on the one hand, with that of Chicago and see whether you think he is getting it.

Do you consider the University a satisfactory place to send your sons and daughters?

To this I cannot say yes loud and clear enough. With all its imperfections on its head, it is still the place above all others I should choose to send all my children if I had six. It has a marvelous location, an honorable history, a great future. If I wanted a dilettante education for a child of mine this is not the place I should have him seek it. But if I wanted a real training of the intellect, and a wide, enlightening social experience here he should come. This is not to say it is the best place for all. For those children who have had poor preparation the curricular pace is too swift. For those who have had no experience in being self-reliant the social freedom is too great and they wreck themselves. But I am assuming a normal boy or girl whose parents have not shirked their responsibilities--then blaming the University if it cannot do in a quarter or a year what they have failed to do in sixteen or eighteen years and what it is now too late to do. And the children of alumni are not likely to have this parentage. I find always a peculiar happiness in welcoming them, and the children of faculty parents, not only because their coming demonstrates loyalty and confidence on the part of those qualified to know, but because they should be particularly good stuff and because there is opportunity for the most rewarding experience before them. The University is a hopeful place. I never think that "beneath the hope-filled western skies" is merely a phrase.

But none of us is satisfied with the colleges as they are. We need more housing and a Hall life capable of pouring a rich stream into the students' whole educational experience. This we hope to get in less than two years. We need above all things, greater distinction and power in the teaching staff. The primary job of the college as such is teaching. On its teachers, not on its laboratory facilities or the equipment of its dormitories, a college stands or falls. A good college teacher must know his subject and be enthusiastic about its contribution to life. He must care about his students, and care about them not just as a group but as individuals, and not just as brains but as whole men and women. And he must know how to make this subject and these students come together, must know how to organize his material and impart it. This kind of person is not plentiful. Yet are heads of departments and the University as a whole sufficiently keen on the look-out for him? Aren't they too often content to think that a promising graduate student can teach? Sometimes he can, fortunately, but often he can't, and the college is sacrificed to the graduate school. The kind of teacher I have spoken of is rare, and, as has been said, "should be expensive." Here is a crucial point. A man or woman to teach well for long must have some comparative ease and comeliness of living conditions; must have some security; must have some recognition. He must have, in short, some approximately adequate pay. Compare the salary scales of Columbia, Yale, Princeton, on the one hand, with that of Chicago and see whether you think he is getting it.

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But I do not need to speak theoretically or even generally. My own son attended the University from the age of two and a half to that of twenty-three--from the kindergarten through the Doctor's degree. And the more I come in contact with the results of his education the more I am convinced that he got an absolutely first-class training, that the tools for his work in life were put into his hands, and that he was taught how to use them with the minimum of waste effort.

In conclusion--and high time too. There is an assumption underlying your questionnaire which differs basically from those underlying my convictions about the University. The emphasis on secret societies and athletics is, in my view, all out of proportion. If you will permit me to say so, it is an emphasis which you yourselves would not give if you were living on the quadrangles to-day. For the University is a living, growing thing, and therefore a changing thing, changing to meet new conditions of national and world life. We could no more go back to the conditions of even a decade ago than American manufactures could go back to cottage industries. We can try to keep the best of the old, and we must strive for the best of the new. With Woodrow Wilson I believe profoundly that the prime purpose of a University is intellect--that even character is a by-product, acquired indirectly by doing to the best of one's ability the task next to be done. And Heaven knows the complicated problems of modern life require all the intellect that can possibly be trained! This does not mean that the brain is all I would regard in college. Far from it. But learning is the primary thing and all other things should be appraised in relation to that. A good brain should be housed in a healthy body, and it should be vivified and refreshed by delightful recreation and companionship and fun. But, so far as education is concerned, the intellect is what we should steer by: what develops it is to be fostered; what hinders its development is to be done away with.

Probably there could scarcely be a more repellent emphasis to conclude on. So let me add this: if I were asked what I desired most for the University at the present moment I should answer,

- (1) Better teachers--scholarly, inspiring an appetite for knowledge and culture--for the colleges;
- (2) consequently a much raised salary scale.
- (3) More and better residence halls, that the influence of the University may exercise itself through all the hours instead of through only a quarter or a third of them, and that thus we may be not a day school but a community.
- (4) More students of the types of the best we have at present, who in their mental alertness, their ability to apply knowledge to life, their honesty and clear-eyed courage give promise of a better world to come.

Edith Foster Hunt

1897

But I do not need to speak theoretically or even generally. My own son attended the University from the age of two and a half to that of twenty-three--from the kindergarten through the Doctor's degree. And the more I come in contact with the results of his education the more I am convinced that he got an absolutely first-class training, that the tools for his work in life were put into his hands, and that he was taught how to use them with the minimum of waste effort.

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But for this

1897

Question 4

COMPARISON ON TUITION - YEAR RATES			
		Undergraduate	Graduate
<u>Stanford</u>	A. L. & S.	\$225.	\$255
	Business	345.	
	Medicine	300.	300.
<u>Johns Hopkins</u>	Junior College	\$400. and extras	\$250.
	Senior College	400. if work is toward a Bachelor's Degree	
		250. if work is toward a higher degree	
<u>Cornell</u>		\$350.	\$100. except Professional Schools: \$200.- \$500. ⁵⁰⁰
<u>Harvard</u>		\$400.	\$400. except
<u>Yale</u>		\$400.	\$200.
<u>Columbia</u>		\$300. plus \$30. special Univ. fee.	\$300.
<u>Northwestern</u>		\$300.	\$225. for normal work & \$300 for over average
<u>Chicago</u>	A. L. & S.	\$300. (Above includes Health Service & Laboratory fees)	\$210. except in Law 300. and Medicine 300.

Office of the Chancellor
Return 502 Admin.

1000

Name		Amount	
Chapman	U. S. S. S.	\$100.00	
	(above includes health & insurance & laboratory fees \$100.00)	\$100.00	
Northwestern	U. S. S. S.	\$100.00	
	(above includes health & insurance & laboratory fees \$100.00)	\$100.00	
Columbia	U. S. S. S.	\$100.00	
	(above includes health & insurance & laboratory fees \$100.00)	\$100.00	
Johns Hopkins	U. S. S. S.	\$100.00	
	(above includes health & insurance & laboratory fees \$100.00)	\$100.00	
Stanford	U. S. S. S.	\$100.00	
	(above includes health & insurance & laboratory fees \$100.00)	\$100.00	

Office of the Chancellor
Return 502 Admin.

1. What is the policy of the University trustees and administrative officers toward greater interest in the operation of the four-year Undergraduate colleges?
2. Is it the opinion of the administrative officers that the function of the University as an educational institution is to emphasize scholastic achievement rather than the general development of capable men and women as useful and constructive members of society?

3.	Expend- itures for new buildings.	Number of Fac- ulty.	Faculty In- cluding Rush	Annual Salaries of Faculty	Tuition Graduate School (Quarter)	Tuition Undergraduate School (Quarter)
1922-23.	\$10,305,543.90	360	524	\$949,200	\$60.00	\$75.00
1927-28.		475	685	1,643,800	70.00	100.00
Increase ..		115	161	694,600	10.00	25.00
% Increase.		31	30	73	16 2/3	33 1/3

Fall figures
are O.K.

	* No. of Graduate Students (Fall Quarter)	* No. of Undergraduate Students (Fall Quarter)	o No. of Graduate Students (Full Year) - 12 months	o No. of Undergraduate Students (Full Year) - 12 months
1922-23.	1,345 ✓	3,471 ✓	4,057	6,631
1927-28.	2,364 ✓	3,187 ✓	6,280	4,930
Increase ..	1,019	—284	2,223	—1,701
% Increase.	75	—8	54	—25
	* Law school excluded. o Duplications deducted.			

In view of the foregoing figures, does it seem that these expenditures have fostered the growth of the Graduate schools to the detriment of the Undergraduate colleges?

4. Why are undergraduates required to pay more for an education than graduates, and then generally not given instruction by the best men on the faculty? *Separate sheet*
5. Is it true that advancement of professors is based primarily upon the number of books written and/or research discoveries so that their necessary inclination is away from undergraduate courses?
6. Is the administration willing to consider whether too much emphasis has been put on scholastic excellence in selecting our applicants for admission, and are they willing to consider a broader policy of selective admission?
7. If through the present selective system we are successfully securing a "better than average" scholar, does the administration think that we may be sacrificing other desirable qualities of importance? *Separate sheets - Form A.*
8. Does the administration accept any part of the responsibility for attracting representative "all around" young men and women of the community as applicants for admission to the University?
9. What is the University doing to make a substantially increased number of desirable boys and girls apply for admission, so as to permit greater selectivity? In the Fall quarter 1928, the total number of applications from high school graduates was 1,055. Of this number 752 were admitted with no examination and 106 additional students were accepted after taking the scholastic aptitude test. Is this selectivity?

1. What is the policy of the University trustees and administrative officers toward greater interest in the operation of the four-year undergraduate colleges?
2. Is it the opinion of the administrative officers that the function of the University as an educational institution is to emphasize scholastic achievement rather than the general development of capable men and women as useful and constructive members of society?

3.	Expenditures for new buildings.	Number of Faculty.	Faculty In-cluding Rush Faculty.	Annual Salaries of Faculty.	Tuition Graduate School (Quarter).	Tuition Undergraduate School (Quarter).
1926-27.	\$10,305,542.90	360	324	\$343,200	\$80.00	\$75.00
1927-28.		475	382	5,343,300	73.00	100.00
Increase ..		115	161	694,600	10.00	25.00
% Increase.		31	50	75	18 2/3	33 1/3

	No. of Graduate Students (Fall Quarter)	No. of Undergraduate Students (Fall Quarter)	No. of Graduate Students (Fall Year)	No. of Undergraduate Students (Fall Year)
1926-27.	1,348	8,471	4,087	6,832
1927-28.	2,304	8,187	6,230	4,980
Increase ..	1,076	-284	2,143	-1,701
% Increase.	75	-8	54	-25

* Law school excluded.
o Publications deducted.

- In view of the foregoing figures, does it seem that these expenditures have fostered the growth of the Graduate schools to the detriment of the Undergraduate colleges?
4. Why are undergraduates required to pay more for an education than graduates, and then generally not given instruction by the best men on the faculty? Separate classes?
 5. Is it true that advancement of professors is based primarily upon the number of books written and/or research discoveries so that their necessary inclination is away from undergraduate courses?
 6. Is the administration willing to consider whether too much emphasis has been put on scholastic excellence in selecting our applicants for admission, and are they willing to consider a broader policy of selective admission?
 7. If through the present selective system we are unnecessarily securing a "better than average" scholar, does the administration think that we may be sacrificing other desirable qualities of importance?
 8. Does the administration accept any part of the responsibility for attracting representative "all-around" young men and women of the community as applicants for admission to the University?
 9. What is the University doing to make a substantially increased number of desirable boys and girls apply for admission, so as to permit greater selectivity? In the Fall quarter 1928, the total number of applications from high school graduates was 1,055. Of this number 752 were admitted with no examination and 108 additional students were accepted after taking the scholastic aptitude test. Is this selectivity?

10. Is it the opinion of the University officials that the present plan of publicity and promotion is successfully placing before Alumni and public the problems, activities and opportunities at the University in a way that should enlist their interest and support?
11. Is it necessary and desirable to place so great power regarding the selection of individual applicants with the Examiner and is his attitude toward Undergraduates representative of the University policy? Is the present Examiner equipped with respect to temperament and vision to select the desirable type of applicants? *has shown no lack of sympathy, and handles very little material personally.*
12. Should arbitrary grades awarded by individual instructors be the sole basis for retaining a student or should evidence of leadership, adaptability, conscientiousness and general value to the University be seriously considered? *Separate sheets.*
13. Does the University consider Fraternities a useful agency for the promotion of undergraduate activities which develop the student into a more worthwhile citizen for later usefulness in his community?
14. Of the 30 Fraternities at the University, 26 report the following condition in the Fall quarter, 1928:
 1. Regarded by national fraternity: Strong - 8; Fair - 13; Weak - 2; No comment - 3.
 2. Total value of property owned: \$1,289,800.
 3. Condition of chapters: Self supporting 17;
Not self supporting 9;
Concerned about future 19.
 4. Housing condition: Total accommodations 501;
Occupants 389.
Percent of occupancy 77%
 5. Entering Freshmen pledged to Fraternities: 87%.
 6. Total number of Alumni of University who are members of fraternities reporting 5,235.

Autumn Quarter 1928: Undergraduates only included -
 1) Percent of total undergraduate men living in fraternity houses 25%
 2) Percent of total undergraduate men living at home 54%
 3) Neighborhood rooms - 16%
 4) Dormitories - 5%
Birler says that in 25-26 it was 51%, Aut. 28, 70%.

In view of these data, is there any basis for concern over the Fraternity problem, and if so, has the University considered a solution?

15. President Mason, in his letter of June 12, 1928, said, "Nothing must ever be allowed to interfere with the maintenance of the highest standards of excellence of every branch of work in which the University engages. It is under no obligations to extend its efforts, but its reason for existence ceases if it fails to be a leader."

Is the administration of the opinion that athletics at the University measure up to the "highest standards of excellence?"

16. Is it granted that intercollegiate athletics of a high character have definite value in:
 1. Giving the University prestige and standing among other institutions, general public, etc?
 2. Attracting attention and holding interest of public citizens who might well contribute financially and morally to the support of the University?
 3. Directing the attention of and attracting to the University, high school and prep school students who would be valuable additions to the University undergraduate life?

10. Is it the opinion of the University officials that the present plan of publicity and promotion is successfully placing before alumni and public the problems, activities and opportunities at the University in a way that should enlist their interest and support?
11. Is it necessary and desirable to place so great power regarding the selection of individual applicants with the President and his staff? Is the present manner of selection representative of the University policy? Is the present manner equipped with respect to temperament and vision to select the desirable type of applicants?
12. Should arbitrary grades awarded by individual instructors be the sole basis for retaining a student or should evidence of leadership, adaptability, conscientiousness and general value to the University be seriously considered?
13. Does the University consider Fraternities a useful agency for the promotion of undergraduate activities which develop the student into a more worthwhile citizen for later usefulness in his community?
14. Of the 30 Fraternities at the University, 26 report the following condition in the Fall quarter, 1928:

1. Regarded by national fraternity: Strong - 2; Fair - 12; Weak - 2; No comment - 5.
2. Total value of property owned: \$1,289,800.
3. Condition of chapters: Self supporting 17; Not self supporting 8; Concerned about future 12.
4. Housing condition:
Total accommodations 303; Occupants 389; Percent of occupancy 125.
Percent of total undergraduate men living in fraternity houses 23% Percent of total undergraduate men living at home 54%
5. Entering freshmen pledged to fraternities: 875
6. Total number of alumni of University who are members of fraternities reporting 2,252

In view of these data, is there any basis for concern over the Fraternity problem, and if so, has the University considered a solution?

15. President Mason, in his letter of June 12, 1928, said, "Nothing must ever be allowed to interfere with the maintenance of the highest standards of excellence of every branch of work in which the University engages. It is under no obligation to extend its efforts, but the reason for existence ceases if it fails to be a leader."

- Is the administration of the opinion that athletics at the University measure up to the "highest standards of excellence?"
16. Is it true that intercollegiate athletics at a high level have definite value in:
1. Giving the University prestige and standing among other institutions, general public, etc?
 2. Attracting attention and holding interest of public citizens who might well contribute financially and morally to the support of the University?
 3. Directing the attention of and attracting to the University, high school and prep school students who would be valuable additions to the University undergraduate life?

4. Holding the interest of and maintaining the respect and loyalty of Alumni and ex-students of the University?
5. Developing and maintaining ideals, enthusiasm and school spirit among undergraduates?
17. The undergraduate men students in the year 1927-28 in the Big Ten Universities ranged from 2,798 low to 10,059 high. In the same period undergraduate men at the University of Chicago totalled 1,794.

Separate sheet.

Has the University any contemplated plan to increase the number of undergraduate men or to improve the type of applicant which will enable the University of Chicago to compete in athletics on a reasonably comparable basis with other Big Ten institutions?

THE FOLLOWING QUESTIONS WERE FORWARDED TO THIS COMMITTEE
BY A GROUP OF REPRESENTATIVE SENIORS NOW IN
ATTENDANCE AT THE UNIVERSITY.

18. Why are incoming Freshmen admitted almost wholly on a basis of scholastic record and other capabilities practically disregarded?
19. What is there to the rumor regarding the proposed abolition of the first two years of undergraduate life? If there is no reason for this rumor, as we are told, why does not the administration make an effort to destroy it by means of a definite statement to the contrary which could be given widespread publicity through the highly organized publicity office?
20. Do the Alumni have the authority within limitations to distribute Alumni scholarships.
21. Why is the tuition of undergraduate students more than that of graduate students in certain of the schools?
22. Why does every undergraduate activity have to be so closely supervised?
23. Why are freshman courses generally instructed by teachers of inferior rank? Undergraduates rarely have the benefit of contact with inspiring instructors. This is not because the University does not have the men, but merely because these men do not teach courses open to undergraduates.
24. Why must eligibility rules be more strict at the University of Chicago than at most colleges?
25. Why cannot student activities that perform definite service to the University be supported by definite budgetary grants to cover their minor expenses?

*Form A disproves this.
In use since 1923.*

Separate sheet and booklet.

"This question is prompted as a result of attempts by the Undergraduate Council to have the administration give it enough money to carry on its business. Thus far the Council has always had to rely on the Washington Prom to make enough money to cover the expenses incurred as a result of elections, publicity, mixers during freshman week, etc. As a result, the Prom tickets cost more than they ought to and unsuccessful Prom puts the Council in a bad hole. We are still paying debts left over from the Proms of previous years. Our request was of no avail. Certain individuals in the administration are strong for undergraduate life, but in general the tone seems to be against it."

—Quoted from an undergraduate communication.

.....

- 4. Holding the interest of and maintaining the respect and loyalty of Alumni and ex-students of the University?
 - 5. Developing and maintaining ideals, enthusiasm and school spirit among undergraduates?
 - 17. The undergraduate men students in the year 1927-28 in the Big Ten Universities ranged from 2,798 low to 10,059 high. In the same period undergraduate men at the University of Chicago totaled 1,784.
Report of the
- Has the University any contemplated plan to increase the number of undergraduate men or to improve the type of applicant which will enable the University of Chicago to compete in statistics on a reasonably comparable basis with other Big Ten institutions?

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From H. H. ...
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- Quoted from an undergraduate communication.

Question 12

Office of the Chancellor
Return 502 Admin.

Personal estimates of college instructors are gathered at the end of each quarter. These reports and grades are used in determining merits of borderline cases. Probation rules on p. 22 of Handbook.

Question 12

Office of the Clerk of the Court
Return 502 Adams

Personal estimates of value of evidence are gathered
at the end of each quarter. These reports are given
in cases in determining merits of borderline cases.
Probation rules or p. 22 of Handbook

The University of Chicago

THE UNDERGRADUATE HANDBOOK

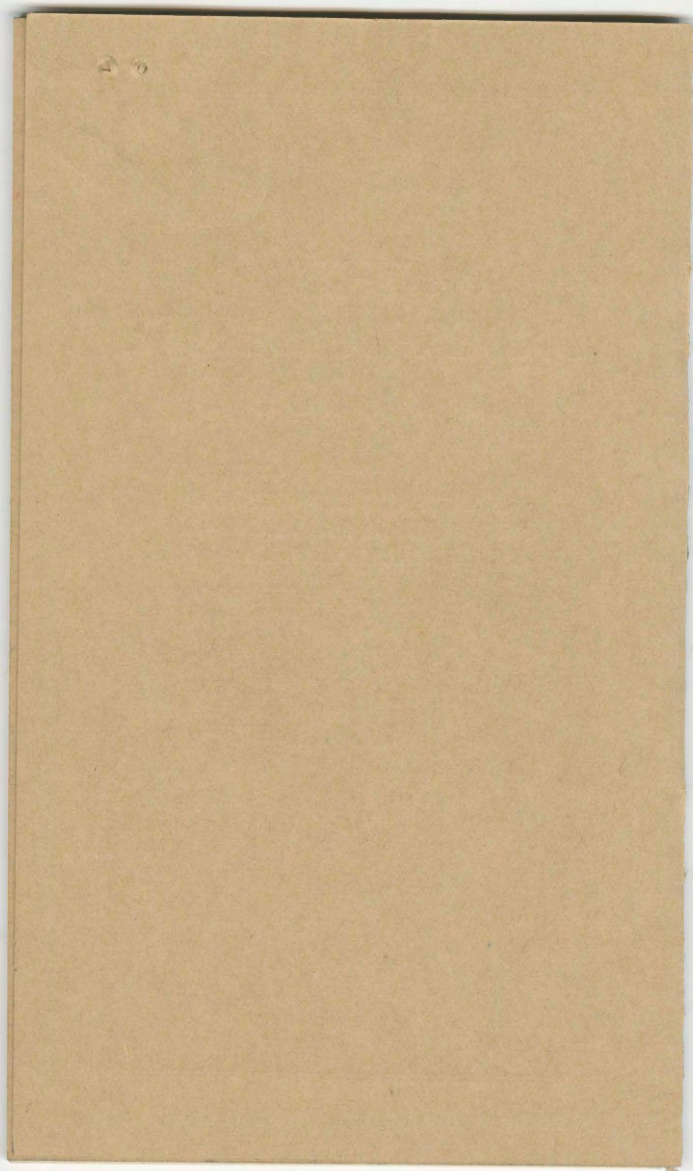
Containing

AN ABSTRACT OF RULES AND
REGULATIONS AFFECTING
UNDERGRADUATE STUDENTS

IMPORTANT GENERAL
INFORMATION



JULY, 1927



The University of Chicago

THE UNDERGRADUATE HANDBOOK

Containing

AN ABSTRACT OF RULES AND
REGULATIONS AFFECTING
UNDERGRADUATE STUDENTS

IMPORTANT GENERAL
INFORMATION



JULY, 1927

The University of Chicago

THE UNDERGRADUATE HANDBOOK

Contents

AN ABSTRACT OF RULES AND
REGULATIONS AFFECTING
UNDERGRADUATE STUDENTS

IMPORTANT GENERAL
INFORMATION



JULY, 1933

INTRODUCTORY NOTE

1. A knowledge of sections 1, 2, 3, and 8 of Part I is needed by the incoming student as a guide when entering college.

2. The student is held responsible for a knowledge of the rules and regulations published in Part I.

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HEALTH SERVICE	4
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2. Honors	
3. Organization of the Student Body	
4. Student Club Houses	
5. The Undergraduate Student Council	

HEALTH SERVICE

The University Health Service is maintained to care for the health of the University students, who are urged to make use of it to the fullest extent, not only when seriously ill but for minor ailments which would, perhaps, not ordinarily be brought to the attention of a physician. Early treatment of these may prove good prevention. The physicians of the staff will be glad to consult with students on any subject related to health and to try to take the place of the family physician during University residence.

The service includes the following:

1. Complete medical examination of all entering undergraduates and the graduates who desire it.
2. *Clinic*.—Office consultations with the staff may be had between the hours of 9:00 A.M. and 12:00 M. and 2:00 and 5:00 P.M., Mondays to Fridays inclusive, and 9:00 A.M. and 12:00 M. Saturdays, on the second floor of the Max Epstein Clinic at the southwest corner of the medical buildings.
3. *Student Hospital*.—A section of the hospital has been reserved for student use. All students who desire it and are ill enough to be in bed will be cared for here or, if necessary, in the surgical or some other ward of the hospital.
4. *Room Calls*.—Students living in the region bounded by Cottage Grove Avenue, Fifty-third Street, Lake Michigan, and Sixty-third Street, will be seen at their rooms by staff physicians when necessary. It is hoped, however, that students will come to the clinic or hospital when possible. For such calls a small charge (\$1.00 between 8:00 A.M. and 8:00 P.M., and \$2.00 between 8:00 P.M. and 8:00 A.M.), omitted in cases of communicable disease, will be made. To secure this service call Fairfax 9800.

The service provides all ordinary medical and nursing care at the clinic or hospital without charge. A minimum charge will be made for major and elective operations, special nurses, private rooms, medicines (except in the hospital), and special and expensive dressings and appliances. No charge for board and room at the hospital will be made for the first three days of any illness. After the third day in the student hospital a charge of \$2.00 per day will be made. If the case is in the general hospital a charge of \$2.00 per day will be made from the third to the eleventh days, after which time the student will assume responsibility for the regular hospital charges. However, patients will be returned to the student hospital as soon as possible.

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PART I. AN ABSTRACT OF REGULATIONS AFFECTING UNDERGRADUATE STUDENTS

§ 1. The Colleges and the Curricula.—

1. The University divides its undergraduate work into two periods; viz., that of—

a) *The Junior Colleges*, including the work of the first and second years. Junior College students having credit of 9 to $17\frac{1}{2}$ majors, exclusive of Physical Culture, at the beginning of the Autumn Quarter are called Upper Juniors; those having less than 9 majors, Lower Juniors. All Junior College students register in the Colleges of Arts, Literature, and Science.

b) *The Senior Colleges*, including the work of the third and fourth years. Those having credit of at least 27 majors, exclusive of Physical Culture, at the beginning of the Autumn Quarter are called Upper Seniors; those having 18 to $26\frac{1}{2}$, Lower Seniors. In the Senior Colleges, the choice of the following curricula is offered:

a) *The Colleges of Arts, Literature, and Science:*

1) Arts: Requiring a total of 9 majors of Greek and 11 of Latin, including both preparatory and college work and leading to the degree of A.B. (1 unit is equivalent to 2 majors). The first two years of Latin are not taught in college, but the study of Greek may be begun in college.

2) Literature: Requiring a sequence of 9 majors in the departments of Philosophy, Social Sciences, Language, Literature, or Mathematics, and leading to the degree of Ph.B. The first year of work in the Divinity School or the Law School may be counted as the sequence leading to this degree.

3) Science: Requiring a sequence of 9 majors in Mathematics or Science and leading to the degree of S.B.

b) *The College of Commerce and Administration*, the work of which is grouped as follows:

1) The Business division, for students preparing for the various business pursuits.

2) The Business-Teaching division, for those expecting to teach commercial subjects.

3) The Meat-Packing division, for those preparing to enter the meat-packing industry.

4) The Secretarial division, for those expecting to enter Secretarial work.

The field of this college covers both undergraduate and graduate work. Upon a satisfactory completion of the undergraduate work, the degree of Ph.B. is conferred. Students may then undertake graduate work leading to the degrees of A.M. and Ph.D. The work of this college is of the professional type. Permission of the Dean is required for admission.

c) *The School of Social Service Administration*, for those interested in preparing themselves for professional careers in public welfare administration, as charity visitors, juvenile court officers, child welfare workers, or any of the great variety of positions generally classified as "social work." A pre-professional sequence in Social Service Administration has been formulated and the pre-professional Dean will gladly advise interested students on this subject. A well-planned undergraduate course greatly facilitates the work for the Master's or Doctor's degree in this field. In fact, in exceptional cases, mature undergraduate students are permitted to follow a professional curriculum in the School. The pre-professional Dean should also be consulted by such students.

d) *The College of Education*, for students who are preparing (a) to give courses in departments of education in colleges and normal schools, (b) for supervisory work in

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various grades of schools, (c) to supervise instruction in Home Economics Education, Art Education, or Industrial Education in elementary schools, high schools, or higher institutions, and (d) to supervise or teach in the kindergarten or primary division of elementary schools.

Upon application in Room 100, Emmons Blaine Hall, each student will be assigned to a departmental counselor, who will supervise the work throughout the student's college course and give expert aid in the choosing of studies.

§ 2. Courses.—The courses of instruction in each department are designated by Arabic numerals. They are divided into four groups, as follows, the first figure in each number indicating the group in which the course belongs:

101-99.—Courses primarily for undergraduates with not more than 18 majors of credit.

201-99.—Courses primarily for undergraduates with more than 18 majors of credit.

301-99.—Advanced technical courses that assume a previous general survey of the field or method or problem treated. Open to undergraduates with 27 majors of credit, including departmental prerequisites.

401-99.—Research and problem courses.

A course offered daily, i.e., four or five days a week throughout a quarter, is called a major. A course offered daily throughout a term is called a minor. A course offered two hours daily for a term is called a double minor; for a quarter, a double major. Two hours of laboratory work count as one hour of classroom work. Junior College courses ordinarily meet five days a week, Senior College and Graduate courses four days a week. Courses are given as majors unless otherwise indicated in the announcements. In comparison with admission credits two majors are reckoned as equal to one unit. In general, the major is equivalent to three and one-third semester hours.

Credit is not given for one term of a major or double major in any quarter unless the nature of the work is such as to admit of independent credit therefor and unless, also, final examination such as is required for the entire course is passed for that part of it. In the Summer Quarter there is a regular examination in mid-quarter. In other quarters explicit report in accordance with this rule must be received before credit is recorded.

§ 3. Prerequisites for College Courses.—For the prerequisites for the courses desired, the student should consult the current issue of the *Announcements* of the College or School in which he is registered, and also the announcements in the quarterly *Time Schedules*.

Students who lack the prerequisites may not be registered for courses without the written consent of the head of the department or the departmental examiner.

§ 4. Normal and Extra Work, etc.—

1. Normal work for undergraduates includes 3 majors per quarter, exclusive of required work in Physical Culture. Permission to take less than 3 majors is granted only by the Dean of the college in which the student is registered. As a rule it is granted only on the ground of ill health or the requirements of self-support.

2. Permission to take a fourth course may be granted to students of high standing after the first quarter of residence. A student may, with the approval of the Dean, take as an honor course a fourth course in the department of his sequence or a department in which he is a candidate for honors, without paying an extra fee or receiving credit. Not more than four majors will be credited for the work of any quarter (see also §§ 33, 34).

3. No credit is given for work which has not been approved by the Dean. If credit is sought for work done in any other than the regular way after entering the University the Dean's written approval of the plan of study must be obtained in advance.

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§ 5. Routine of Matriculation and Registration.—Each student in the Junior Colleges is officially under the administration of a particular Dean. Appointments may be made with the Dean for consultation on any and all matters affecting student life and work. Individual plans for courses of study are particularly to be worked out with the Dean.

In the Senior Colleges of Arts, Literature, and Science and Education the student is under the educational guidance of the counselor of the department in which he is taking his sequence or is a candidate for honors. In the College of Commerce and Administration and the School of Social Service Administration the student will plan his work in consultation with the dean.

Every student should intelligently plan his schedule so as to include (a) regular attendance at classes, (b) ample time for study, (c) recreative exercise, (d) a reasonable amount and variety of student activities and general social life, and (e) abundant sleep.

1. When registering, the student will fill out (1) an application card applying for matriculation (with first registration only), (2) a registration card giving his selection of courses (3 majors) for the ensuing quarter, (3) an information card giving his local and his home address.

2. On presenting the registration card to the appropriate clerk the student receives a class ticket for each course, which is required for admission to the class and must be presented on the first day. Failure to present the class ticket on the first day may exclude the student from the class, and, even if admitted, involves the loss of one-half point from the grade reported for the course.

3. Registration is not complete and the student's name is not placed on the official class list until all fees have been paid as directed on page 10, § 8.

4. If a student who has complied with all requirements finds that his name is not on the instructor's official list, he

should immediately consult a clerk in the Recorder's Office, Cobb Lecture Hall, Room 102.

§ 6. Physical Culture—Registration and Rules.—

1. Students must report for physical and medical examination within the first two weeks of residence in the University; men in Bartlett Gymnasium, women in Room 205, Max Epstein Clinic. If this examination is deferred beyond two weeks, or if the original appointment for the examination is not kept, a late fee of \$2.00 is assessed.

2. Vaccination against smallpox is obligatory. Each student should, therefore, present to the Medical Examiner within the first week of residence a certificate of successful vaccination within ten years. The University medical officers will vaccinate without charge students who are unable to present such certificates.

3. Every undergraduate student, except those in the College of Commerce and Administration and the School of Social Service Administration over twenty-two years of age, must register for Physical Culture each quarter until the work required in the Department, six quarters of credit with an average grade of C, is completed.

4. Delinquency in satisfying the Physical Culture requirement places a student on probation. Further delinquency results in suspension and may result in dismissal.

5. Absences caused by illness which prevents the keeping of other University appointments may be excused on application within one week after the student resumes work. A physician's certificate should be presented.

6. Applications for exemptions from the requirement or for modification of it will not be considered after the second week of the quarter. All applications for exemption, excuses for absence, etc., must be presented, for men, at the Director's Office in Bartlett Gymnasium; for women, at the Director's Office in Ida Noyes Hall.

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§ 7. Changes in Registration.—In case a student desires to change his registration, for example, to register for an additional course, to change from one course to another, to change to or from the status of "visitor," or even to change from one section to another of the same course, he will effect the change by filing a change card approved by the Dean. The change of registration is not officially recognized by the instructor until it has been reported to him from the Recorder's Office. After the second day of the quarter a fee of \$1.00 is charged in all cases unless the initiative for the change comes from a University officer.

A student's status in a course cannot be changed from visitor to regular or from regular to visitor, nor may a course be dropped except by the student in person under conditions designated by the Dean and with the written consent of the instructor. In the College of Education such change is not allowed later than the fifth week of a major or the second week of a minor in the quarter in which the course is taken. In exceptional cases the Dean may rule that no penalty be attached to discontinuance from the work of a course after the date stipulated.

A student who discontinues a course without the permission of the Dean subjects himself to discipline.

§ 8. Fees.—Fees for matriculation and tuition are due on or before the first day of each quarter, and are payable without extra charge up to 3:00 P.M. in the fifth day of the quarter, at the office of the University Cashier. Registration is not complete until University bills are paid. The privileges of the University are withheld from any student delinquent in the payment of his fees. For failure to pay tuition fees, or to make arrangements with the Cashier, within the first five days of the quarter, a fee of \$5.00 is added. The fees are as follows:

1. Matriculation, \$10.00, charged only at admission.
2. Tuition for one quarter (three majors), \$100.00.

Special arrangement may be made for registration partly in one division and partly in another and for registration for more or less than full work.

For a course for which a student registers as a visitor the regular fee is charged, though no credit is given.

3. Students in certain courses are required to purchase at the office of the University Cashier, at the beginning of the quarter, adequate breakage and supply tickets. At the end of the quarter a refund of the unused balance of the tickets can be obtained. In courses requiring the use of a microscope, a rental fee varying with the type of instrument is charged.

4. For the use of a locker in the dressing-room of the gymnasiums, a fee of \$1.00 per quarter in the men's gymnasium and \$2.00 per quarter in the women's gymnasium is charged.

5. Graduation fee for a Bachelor's degree, \$10.00. Payment of all dues is prerequisite to graduation.

§ 9. Specific Requirements in the Junior Colleges.—

The chief aim of the work of this period is to supplement and round out the general education begun in the preparatory schools and to afford opportunity to every student to determine, in conference with his Dean, the field of his future specialization. To attain this end the student is required to take in the Junior Colleges:

1. Two majors of English, courses 101 and 103. English 101 must be taken in the first quarter of residence. In the College of Commerce and Administration, C. and A. 268 may be, with the Dean's permission, substituted for English 103. Special supervision of the student's writing of English is maintained throughout the college course.

2. A "continuation group" of 3 majors, which continues the work of a subject in which he has entrance credit for 2 or 3 units or 1 unit taken in the Senior year of high school. These 3 majors must all be taken in the first year. Careful

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consideration should be given to the choice of these courses. In exceptional cases permission may be given to take a subject not a direct continuation of preparatory work.

3. Enough majors in each of the following "distribution groups" to make his total credit (high school+college) in each group 4 majors (2 units), except as indicated in II.

I. Philosophy, History, and the Social Sciences.

II. Language other than English (i.e., German, Greek, Latin, French, Italian, or Spanish), 4 majors in one language except that the completion of the third sequential major in German or a Romance language (course 103) with a grade of C or better will fulfil this requirement. Work in any other modern language credited toward the Bachelor's degree of the University may be accepted in satisfaction of the foreign-language requirement on approval of the Standing Committee on Foreign Language Requirement, consisting of the Dean, the Departmental Examiner of the cognate department in the University, and the University Recorder and Examiner.

Final credit is not given for less than 2 majors of Italian or the first 3 majors of French, German, or Spanish. Credit for the first 2 (in Italian, 1) majors, whether taken in residence or offered for advanced standing, is in abeyance until the third (second in Italian) major has been taken with a grade of C or better. The completion, in the University of the third sequential major, with a grade of C or better, validates credit in the prerequisites completed, and is also accepted as fulfilling the language requirement, regardless of the number of majors credited.

In French, Spanish, and German, the registration with the Dean is tentative and may be changed after proper testing and trial in class to that course in which the officer of instruction believes the student can most advantageously be placed. Work completed in a course lower than that of tentative registration in accordance with foregoing requirements will not yield college credit but will be recorded as "review."

III. Mathematics. (Elementary algebra and plane geometry are not taught in the Colleges.)

IV. The Natural Sciences.

4. Physical Culture four periods a week during six quarters, $\frac{1}{2}$ major per quarter, except that in the School of Commerce and Administration students over twenty-two years of age are exempt from this requirement.

§ 10. Limited Credit.—Certain Junior College courses are subject to the following limitation of credit:

1. Full credit is given only when these courses are taken among a student's first 18 majors, exclusive of Physical Culture, and the total number so taken may not exceed 9.

2. After a student has credit for 18 majors but less than 27, these courses will be credited at $\frac{1}{2}$ major each; after he has credit for 27 majors they will receive no formal credit but any such course may be taken, with the consent of the Dean, on payment of the appropriate fee, presumably as a fourth course.

The list, which is subject to change, is as follows:

Economics 102; Political Science 101; History 121, 131; Latin 101, 102, 103; French 101, 102, 103; Spanish 101, 102, 103; German 101, 102, 103; English 101, 116; Physics 101, 102; Chemistry 101; Geology 101; Geography 101, 111.

§ 11. Senior College Standing.—The student is admitted to the Senior Colleges when he has:

1. Received credit for 21 majors, with not less than 38 points, 3 of which majors and 6 points represent credit in Physical Culture.

2. Fulfilled the specific requirements listed in § 9.

3. Fulfilled all additional requirements which may have been imposed in accordance with University regulations.

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§ 12. The Requirements for the Bachelor's Degree.—

A student must be registered in the Senior Colleges at least one quarter in order to receive a degree. The requirements for the Bachelor's degree include:

1. Fulfilment of all requirements listed in § 9.

2. The completion of at least 36 majors, exclusive of Physical Culture, with an average grade of C for all courses taken in the University. At least 12 majors must be courses designated as Senior College courses (nos. 200-299), or as graduate courses to which undergraduates are admitted (nos. 300-399), except that in case of a student who has credit for 4 units of preparatory Latin and 3 majors of college Latin, or 3 units of preparatory Greek and 3 majors of college Greek, or both, an allowance of 2 majors will be made for the credit in each department. These 36 majors must include, in the Colleges of Arts, Literature, Science, and Education, a sequence of at least 9 majors taken in coherent and progressive order in one department or group of departments. This sequence must be approved by the Dean. Work in the Divinity School, or the Law School, may be taken as a sequence in the Colleges of Arts, Literature, and Science (see also § 14).

No course which is not completed with a grade of C or better will be counted in any sequence.

The sequence should be begun not later than the second year of residence. Modifications of the sequence may be made with the approval of the Dean.

No courses counted in satisfying entrance requirements or the provisions of § 9, paragraphs 1 and 3, may count in a sequence except the courses in Greek and Latin required for the degree of A.B. (see 4, below).

In the College of Commerce and Administration there are no sequences, as such; the entire program is planned in consultation with the Dean.

Ordinarily not more than 15 majors may be credited in college in one department, but on recommendation of the department and approval of the Dean 18 majors may be credited.

3. The completion of all additional work which may have been required in accordance with University regulations.

4. Degrees are granted as follows: the degree of A.B. when the sequence consists of 11 majors of Latin and 9 majors of Greek (7 if all are taken in the University), including entrance work; the degree of Ph.B. in the college of Literature when the sequence is in Philosophy, Psychology, Economics, Political Science, History, Art, Sociology, Home Economics, English, General Literature, or a modern foreign language; the degree of S.B. when the sequence is in the Natural Sciences; the degree of A.B., Ph.B., or S.B. in Education when the sequence is in the College of Education; the degree of Ph.B. in the College of Commerce and Administration when the specific course approved by the Dean has been completed. Mathematics may be used as the sequence for the degree of either Ph.B. or S.B.

For the Bachelor's degree with honors, see § 36.

§ 13. Specific Requirements for the Bachelor's Degree, of Students Admitted with Advanced Standing.—

1. The student must be in residence at least three quarters and receive credit for not less than 9 majors of residence work in the University of Chicago.

2. A student admitted with less credit than 18 majors must fulfil the requirements named in § 9, paragraphs 1 and 3, and in § 12.

3. In the School of Commerce and Administration, regardless of advanced standing, the entire program must be planned in consultation with the Dean.

4. A student admitted to the Colleges of Arts, Literature, and Science with 18 majors or more of advanced

standing may choose between Plans A and B as outlined below. A student admitted similarly to the College of Education may follow Plan B only.

Plan A.—He must fulfil the requirements in English and foreign language (see § 9, paragraph 1, and group II of paragraph 3), and devote at least one-half of the remaining work needed for the Bachelor's degree to Senior College courses (nos. 200-299), in accordance with the requirement of a coherent and progressive sequence. At least 12 of the majors shall be of Senior College grade. The total program must include a sequence (see § 12) of which at least 4 majors must be taken in the University.

In passing upon the program for students who are planning to take as undergraduates at least 6 majors of professional work (Divinity, Education, or Law) the College Dean or Counselor acts in consultation with the appropriate Dean in charge of professional work.

Plan B.—If, during his first quarter of residence, he presents to his Dean a rational scheme of courses including 12 majors of Senior College work, to be followed up to graduation, he may, with the consent of the Board, be excused from all courses specifically required in college except that in the College of Education the English and sequence requirements must be fulfilled, one-half of the sequence being taken in the University. In order to secure a degree under this plan he must maintain an average of three grade points per major taken.

5. In Physical Culture, credit is allowed for advanced standing at the ratio of one quarter for 3 majors. Further requirements must be fulfilled in residence.

NOTE.—No student entering the University with a Bachelor's degree which admits to the Graduate Schools may become a candidate for the Bachelor's degree in the Colleges of Arts, Literature, and Science, of the University of Chicago.

§ 14. Professional Preparation in the Colleges of Arts, Literature, and Science.—

1. Candidates for degrees in the Colleges of Arts, Literature, and Science, while satisfying the requirements for such degrees may make definite progress toward the completion of work for degrees in Divinity and Law. The scheme of work is so arranged that a student may complete the requirements for two degrees, academic and professional, in six or seven years.

Credit toward the academic Bachelor's degree may be allowed for *professional* courses in Law, Education, or Divinity, and for courses in Engineering and in the Fine and Industrial Arts, on the following conditions:

a) The amount of work which may be credited is an approved sequence of not less than 3 nor more than 9 majors, not all of which need be professional or specialized courses. Old Testament and New Testament courses, together with professional courses in the Divinity School, may not exceed 16 majors.

b) No course may be credited unless preceded by those fundamental subjects a knowledge of which is prerequisite to its proper development. If a student who lacks the prerequisites is admitted to a course, the completion of the work of that course does not carry with it credit in the omitted prerequisites. Such credit is given only in exceptional cases and then only by prearrangement with the University Examiner.

Credit for professional work pursued here or elsewhere by a student before he has completed two years of college work, if recommended by the Dean of the professional school concerned, may be allowed, but only after the student has completed 18 majors in the colleges of the University with the average required for graduation or has credit for 24 majors of college work including advanced standing.

c) Not more than one-third of a sequence may be in subjects devoted to the development of technique. Consequently no such course is credited toward a degree unless

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2. Students in the Colleges of Arts, Literature, and Science, having credit for less than 9 majors, may not elect courses in the College of Education.

§ 15. **Additional Work in English.**—Any instructor who finds the written work of a student seriously defective is expected to report the case, together with specimen papers, to the Dean, who will refer it to the Department of English. The Department has authority to require additional work in composition as a condition of graduation.

§ 16. **Attendance of Undergraduates.**—

1. It is expected that students will regard an engagement with an instructor or other University appointment as they regard any other engagement and that the customary rules of courtesy will be observed. Absence from class exercises, for any cause, necessarily involves an intellectual loss which can be made up only by special work, if at all.

2. Undergraduates are required to attend:

a) All meetings of courses for which they are registered and all examinations in the same. No absences from class exercises are "allowed" and none are "excused." The responsibility rests with the student of explaining to his instructors the reason for unavoidable absence. Absences lower the grade in the course concerned or reduce the amount of credit, or both. Special emphasis is laid on attendance the first day. One-half point is deducted from the grade received in each course from which the student is absent on the first day. This penalty is remitted, through the student's Dean, in the case of (1) a student delayed by late train, when reasonable allowance of time has been made, and (2) a student who is ill and presents physician's certificate to that effect.

b) Weekly assemblies during the Autumn Quarter of the Freshman year.

c) Convocation, when receiving degrees.

d) Conferences, either personal or general, called by authorized University officials. A student who fails to respond promptly to an official summons may be suspended.

§ 17. Grades and Credits.—

1. Each course receives one grade, which combines the results of all tests and is lowered by absences.

2. Grades are indicated by letters, to each of which is given a certain value in "points," as shown below:

Grade	Significance	Credit (Major Course)	Points
A	Excellent	1	6
B	Good	1	4
C	Fair	1	2
D	Poor (Low pass)	1	0
F	Failure	0	-2

For other than major courses, points are given in proportion.

Half-credit may be given in a major course because of inadequate work or frequent absences.

§ 18. The Making-up of Deficiencies, etc.—A student may make up a deficient course by the end of his next quarter of residence, provided that quarter is within the ensuing twelve months, according to the regulations stated below. If it is not made up then, he must repeat it if he wishes credit.

1. A course lacking final examination may, with the consent of the Dean and the instructor, be made up (a) by a special examination (written) administered through the Bureau of Records, or (b) by the regular class examination at the end of the quarter. No change of points is allowed unless the course is repeated. A third examination is not allowed.

2. A course lacking other work than the final examination must be completed to the satisfaction of the instructor.

3. A student may finish an incomplete course or take a final examination through the Home-Study Department within the time limits stated above. Application should be made to the Secretary of that Department.

4. Special examinations are held at 9:00 A.M. on the fourth Saturday of the Winter, Spring, and Summer Quarters, and on a date in the Autumn Quarter to be announced by the University Recorder. This last is the only special examination open to students returning for the Autumn Quarter.

For University College courses special examinations are held in the rooms of the College at 9:00 A.M., on the fifth Saturday of the quarter (not including the Summer Quarter) following the quarter in which they were taken, or, with the approval of the Dean, at another time during the fifth week of that quarter.

Application for examination must be made to the Recorder, not to the instructor, two weeks in advance. In University College the application is made to the Dean.

5. The Recorder's notice card contains directions for the appropriate routine of examination and report.

6. Courses in the professional schools left incomplete must in each case be made up in accordance with the regulations of the school concerned.

7. A course reported as a failure may not be made up. It must be repeated if credit is sought.

8. Repeated courses. If a course in which a student failed is repeated, the points of the second grade are added to those of the first. A student may repeat a course for which he already has credit in order to raise the grade; in this case the second grade and the points made are substituted for the first. In either case the repetition does not count as an additional course taken.

§ 19. Dismissal for Poor Work.—

1. A student whose grade points for majors taken (exclusive of Physical Culture) are ten below the average required for graduation, two per major taken, is dismissed at the end of any quarter when his total deficiency in points is ten or more. (See also § 24.)

2. A student who has been on probation three quarters without making satisfactory reduction of his deficiency is subject to dismissal by action of the proper Faculty or Board even though the deficiency does not amount to ten points.

§ 20. Discipline and Probation.—

1. The University expects the student to conduct himself as a person of honor both while in attendance and elsewhere.

2. No material bearing on the subject of an examination may be taken into the room where the examination is held except as directed by the instructor in charge.

3. A student may be placed on probation for poor scholarship or for misconduct. If satisfactory improvement is not made he may be dismissed from the University.

4. An undergraduate is regularly placed on probation:

a) When so admitted by the Examiner.

b) When at the close of any quarter his entire record, exclusive of credit in Physical Culture, is below the average standing required for graduation.

c) When deficient in the Physical Culture requirement. A student who is deficient in Physical Culture for two quarters is subject to suspension for one quarter.

e) When such action is necessary, in the judgment of the Dean, for disciplinary effect.

5. A student placed on probation because of deficiency is expected immediately to reduce the deficiency.

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§ 21. Reports to Students and to Parents.—

1. The grades and the amount of credit received each quarter are reported to undergraduate students by the Recorder, on cards sent by mail as soon as practicable after the instructors' reports have been recorded, which is generally some weeks after the close of the quarter. Cards for the Autumn and Winter Quarters are sent to the University addresses given on the registration cards. Cards for the Spring and Summer Quarters are sent to the home addresses, unless otherwise requested. In the latter case, the student must deposit a stamped addressed envelope in the letter slide at the Bureau of Records, north corridor, Cobb Hall. Requests for cards should not be made by telephone or in person at the office.

2. In University College, at the beginning of each quarter, or soon thereafter, students may learn their grades in courses completed in the preceding quarter on application at the University College Office. Grades for the first half of a major extending through two quarters are not on file until the course is completed. A report card for the work of the preceding year is sent to each classified student in the summer or early autumn. This card gives also a summary of all the student's work.

3. Students are notified of failures, incomplete work, etc., by the Recorder as soon as possible after the close of the quarter in which they are incurred. The notice card contains directions for the proper routine of procedure in such cases.

4. When a student is put on probation, disciplined, or dismissed the parent or guardian is informed of the facts by the Dean.

§ 22. Eligibility for Public Appearance.—Two general forms of public activities are recognized in which students may participate: (1) (a) representation of the University in oratorical, debating, dramatic, or musical exhibitions in connection with which an entrance fee is charged or prizes

are given; (b) official management of any social entertainment or exhibition given in the University name, in connection with which an entrance fee is charged; (c) official service on any publication under the University name for which a subscription price is charged; (d) service as a class officer; (e) membership in the Honor Commission, the Undergraduate Student Council, the Board of Student Organizations; and (2) representation of the University in athletic contests. To take part in these activities a student must:

1. Be registered as a candidate for one of the Bachelor's degrees.
2. Have at least three majors of credit for resident classroom work of college grade.
3. Not be on probation.
4. Sustain full current academic work (3 majors), and Physical Culture, if required, at a satisfactory grade. A student reported at the middle of the quarter as having F in one course or D in two or more courses is ineligible for the remainder of the quarter.
5. Have a satisfactory health record.
6. Be in general qualified in the judgment of his Dean to assume additional duties.

Eligibility for intercollegiate athletic competition calls in addition for 9 majors of residence credit in the preceding 12 months or 9 majors of credit in the last 3 quarters of residence.

Nothing in the foregoing is to be interpreted or administered in a way to controvert any intercollegiate agreement now in force.

Three copies of each list of applicants for public appearance must be filed on official blanks at the Office of the Recorder and Examiner for report on eligibility so far as it is determined by scholastic record. They must be filed not later than two weeks before the date when eligibility must be declared. Blanks may be obtained at the Bureau of Records, Room 102, Cobb Hall.

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§ 23. Advanced Standing.—

1. College credit for preparatory work:

a) A student who has pursued preparatory work in excess of the college admission requirements on the advice and under the supervision of the college Dean in courses which comport with the program of the Junior Colleges of the University will receive for such excess full college credit (usually 1 major for each half-unit) if he maintains during the first two quarters of his work at the University, with full work (6 majors, exclusive of Physical Culture), an average standing of B— or above. If he maintains an average less than B— but not lower than C, his excess high-school work will receive one-half college credit only. If his average falls below C, no college credit will be allowed.

b) Other claims if presented to the University Examiner *during the first year of residence* may, upon the recommendation of the principal and the approval of the departments concerned, be allowed under the same scholarship requirement as in a).

The above regulations do not apply to students entering with advanced standing (see paragraph 2, following), but only to those entering directly from accredited secondary schools.

2. College credit for college work:

a) Students admitted with advanced standing from other colleges are allowed provisional credit in accordance with their credentials. Credit is not finally allowed without examination unless the student's work in the University, exclusive of Physical Culture, averages as high as C. Action is taken when the student has been in residence two quarters and has been registered for 6 majors. If his average is below C, his provisional advanced standing is subject to cancellation. If the deficiency is slight he may be allowed a third quarter in which to remove it if the Dean so recommends. If at the end of the third quarter his average is below C, his claim for advanced standing without examination is forfeited.

b) If a student having a satisfactory record has temporarily withdrawn from the University to take work in another institution, his claim may be approved after one additional quarter of satisfactory work in residence.

c) If a student leaves the University with an unsatisfactory record but is readmitted after a satisfactory record in another standard college, advanced standing for the work done in the other institution will be confirmed provided (1) the total record in courses taken here (before leaving and after returning) averages C or better, or, (2) the total record in not less than three quarters (9 majors) from the time of readmission to the University averages B— or better.

NOTE.—The last three majors credited toward the degree must be done in the University of Chicago.

§ 24. **Transfer of Classification.**—A student wishing to transfer from one division of the University to another must obtain the written approval of the Dean of each division.

If the student is under discipline or has been dismissed because of poor scholarship, he is not allowed to make such transfer without special permission of the Faculty or Board under which the disciplinary action was taken.

Transfer from college to unclassified status is not allowed, except by special action of the Faculty or Board under which the student is registered.

§ 25. **Unclassified Students.**—Persons at least twenty-one years of age not seeking a degree may be admitted through the office of the University Examiner as unclassified students, on the following conditions:

1. They must present (a) credentials showing the completion of work equivalent to the admission requirements of the Colleges, or (b) evidence of successful experience in teaching or other valuable educative experience in practical life.

2. They must present by certificate or examination evidence of training in English at least equivalent to the admission requirements of the Colleges in that subject. This requirement may be waived in the case of foreign students of ability who have a sufficient knowledge of the English language to profit by the instruction offered.

3. They enter the University for the purpose of making a study of a definite subject or group of subjects for which adequate preparation has been received. In case of doubt as to the applicant's ability to pursue successfully the work desired, the approval of the instructor to whose courses admission is sought or of an official representative of the department concerned will be required.

4. They must give satisfactory reason for not classifying and working for a degree.

5. They may not register for elementary courses only, i.e., courses intended primarily for first-year college students.

6. They are subject to the general regulations pertaining to the other undergraduates, and, unless excused by the Dean, work in Physical Culture, and are ineligible for public appearance.

7. They may change from unclassified to college status (a) by satisfying the admission requirements in the ordinary way; (b) in case there is valid claim for advanced standing, by substantiating the claim to the University Examiner. Unclassified students whose admission and college credit together amount to 15 units may be transferred to the classified list by the administrative officers.

8. Work done while a student is unclassified may be credited toward the Bachelor's degree only under the conditions under which it would have been credited had the student been classified at the time the work was taken.

§ 26. Seminars.—Undergraduate students may not receive credit for seminar courses.

§ 27. **Exemption from Examination.**—Candidates for the Bachelor's degree who have credit on the records for 32 majors, exclusive of credit in Physical Culture, who do not need an average higher than C for the current quarter, may, on recommendation of the instructor concerned, be excused from the regular examination at the end of their last quarter in each course in which their grade is as high as C. Such exemption does not excuse students from attending class or from any requirement other than the final examination. In case of such exemption, points are counted as for a grade of C for the purpose of graduation until the final report has been received. A student is permitted, however, to take a special examination in order to raise his grade. Notices of exemption are sent by the Recorder near the end of the quarter. Students may assume that examination will be required unless otherwise notified by the Recorder. No inquiry should be made at the office or of the instructors.

§ 28. **Graduate Credit for Excess Work.**—Graduate credit for work done before receiving the Bachelor's degree is granted only under conditions determined by the Faculties of the Graduate Schools. See the *Handbook of the Graduate Schools*.

§ 29. **Student Organizations.**—Students are at liberty to form and conduct voluntary organizations subject to certain conditions and limitations:

1. Each organization must file with the Recorder a statement of name, basis of membership, and purposes, with a copy of its constitution, if one has been adopted, which must be passed upon and approved by the Board of Student Organizations. An organization disapproved by the Board of Student Organizations ceases to exist.

2. Change of name, status, basis of membership or purpose is reported to the Board of Student Organizations for approval.

3. Failure to report to the University Recorder upon request the names of responsible officers will be reported to the Board of Student Organizations and will automatically remove the organization so failing from the approved list.

4. Every approved organization has an official representative, through whom relations with the Board are maintained.

5. Groups of students occupying distinct buildings or rooms as residence are organized as University houses, and are administered under the general rules governing University houses.

6. The officers of societies receiving and disbursing money and managers of enterprises seeking financial support from the student body are required, before the inauguration of any financial activity:

- 1) To submit the date and general plan to the Director of Undergraduate Activities and, if approved by him, to register the date with the Social Director.
- 2) To obtain the permission of the Board of Student Organizations.
- 3) To consult with the Auditor of Student Accounts appointed by the University.
- 4) To make a budget (quarterly, if activity extends over more than one quarter) of receipts and expenditures in consultation with the Auditor of Student Accounts. The treasurer or person in charge is held responsible for not incurring expenditures in excess of the budget without the approval of the Auditor.
- 5) To obtain, in advance of making any contract, the approval of the Auditor.
- 6) To do all clerical work in connection with the keeping of accounts.

- 7) To make a complete report of receipts and disbursements, accompanied by proper vouchers, to the auditor of student accounts at such time as he may designate, but at least once a quarter.
- 8) To make payment only by check signed by the business manager or treasurer and one other officer of the organization, such other officer to be determined in consultation with the Auditor of Student Accounts.
- 9) To pay out no profits of the organization except upon approval of the Director of Undergraduate Activities and the Auditor of Student Accounts, such distribution of profits to be made to more than two officers.
- 10) To pay to the University 2 per cent of its gross receipts up to a maximum of \$75.

7. Secret Societies.

A. Regulations adopted by the Board of Trustees:

- 1) Chapters organized are required to submit their house rules to the Faculty for approval. One of the conditions of the admission of societies is that each appoint a representative with whom the Faculty may confer.
- 2) The University reserves the right to withdraw from chapters permission to exist in the University.
- 3) The Faculty is authorized to add any regulations not inconsistent with the foregoing.

B. Additional regulations adopted by the Faculty:

- 1) An undergraduate student must have credit for $3\frac{1}{2}$ majors of residence work and 7 points,

including $\frac{1}{2}$ major and 1 point in Physical Culture, in order to be eligible to initiation into any secret organization.

- 2) A student on probation is ineligible until removed from probation.
- 3) Fraternities and other secret societies must file with the Recorder or the Chairman of the Women's Council, as may be appropriate, the names of proposed initiates. Initiation is not permitted until official notification is issued that the University regulations regarding the conditions of initiation into secret societies have been complied with.

If any student organization fails to comply with the foregoing regulations, the President of the University may enjoin such an organization from doing the things for which it was organized, or to take such other action as he shall deem best.

§ 30. Student Social Affairs.—

1. Student social affairs are under the direction of the Social Director, and all social entertainments must be registered with her before final arrangements are made.

2. Entertainments conducted under the auspices of students or student organizations are held only on Friday or Saturday evenings or on the evening preceding a holiday, and close at an hour not later than one o'clock unless special permission is given by the Board of Student Organizations.

3. Social affairs may be held only in University buildings (including fraternity houses), private homes, or in places on an approved list on file in the offices of the University Recorder and the Social Director, except with permission of the Board of Student Organizations.

4. Social functions open to others than members and personal guests of the organization giving the entertainment must be authorized by the Board of Student Organizations.

5. Satisfactory evidence of ability to pay the expenses of parties held in University buildings and by officially recognized University groups must be presented in advance to the Social Director.

PART II. IMPORTANT GENERAL INFORMATION

§ 31. *Petitions.*—Any student who believes that a regulation of the University or the interpretation thereof by an administrative officer has worked a hardship in his case may present a written petition through his Dean to the Faculty or Board which has jurisdiction.

§ 32. *The University Calendar.*—The University year is divided into four quarters. The year begins with the first day of the Summer Quarter. The dates of the beginning and ending of each quarter of any year are published in the official *Announcements* for that year. The Summer Quarter is divided into two terms of equal length.

§ 33. *Home-Study Courses.*—

1. The University maintains a system of instruction by correspondence designed primarily for non-resident students. Under certain conditions, and with the permission of their Deans, undergraduate students may take courses and obtain credit toward a degree for home-study work carried on during vacations or temporary non-residence. Full details may be found in the *Announcements* of the Home-Study Department.

2. A resident student, or one who has been a resident student but has not taken the Bachelor's degree, may register for home-study work only with the approval of his Dean. If both home-study work and residence work are done simultaneously, the total majors carried must not exceed four in any quarter.

3. The maximum amount of credit toward a Bachelor's degree allowed for non-residence work, whether taken in the Home-Study Department or elsewhere, is 18 majors.

§ 34. **University College Courses.**—The University gives courses of instruction afternoons, evenings, and Saturdays in University College. The classes are held in the central part of the city. Students not in residence at the Quadrangles may take work in these courses and obtain credit therefor as residence work. For details see the *Announcements* of University College. Students who wish to register for courses both in University College and at the Quadrangles in the same quarter must get the approval of both Deans concerned for all the courses which they propose to take, and cannot receive credit for more than four majors for the work of any quarter. (See § 4.)

§ 35. **Informal Work.**—A mature student may, upon application to the University Examiner, setting forth clearly the conditions under which a course of study corresponding to a course offered in the University was pursued under non-institutional direction, be granted permission to take for college credit at such time as it may be offered, the regular quarterly examination conducted by the instructor offering the parallel course in the University. If the examination and such supplementary test as the instructor may require are passed with a grade of "C" or better, the credit will be recorded when reported by the instructor on the official blank supplied by the University Examiner. The amount of credit gained in this way shall not exceed 9 majors and together with other non-residence work may not exceed 18 majors.

§ 36. **Honors.**—

1. Honorable mention for excellence in the work of the Junior Colleges is awarded to each student who has an average of $3\frac{1}{2}$ points per major taken, provided that at least 9 of the 18 academic majors shall have been taken in the University.

2. The Bachelor's Degree with Honors:

a) In the Colleges of Arts, Literature, and Science, the Bachelor's Degree with Honors is awarded on the basis of a

final comprehensive examination in the field of the student's specialization.

(1) A student whose general academic record is creditable and who has completed the prerequisites and, with an average grade not lower than B, at least five majors in his sequence may, upon application to his department, be permitted to register for honors, if in the opinion of the department he is capable of doing honors work. No student may register for honors later than the beginning of the fourth quarter before graduation.

(2) A student entering the University with advanced standing may be admitted to candidacy for honors as soon as it is apparent that the provisional advanced standing will be approved at the regular time. Such admission shall not be later than the quarter in which the total credit, including advanced standing, amounts to twenty-seven majors.

A candidate for honors registers for the courses necessary to complete a sequence of nine majors as a minimum requirement, but may be excused wholly or partly from class attendance and course examinations at the option of the department. Provisional grades are reported in these courses but credit is deferred until the final comprehensive examination is passed. The supplementary work required of honors students shall yield no extra credit in majors. An honors student may be transferred to pass status at any time by action of the department upon recommendation of the instructor in charge of his honors work. On recommendation of the department concerned, an honors student whose final honors examination is rated inadequate may be given a pass degree.

b) In the College of Education, the Bachelor's Degree with Honors is awarded to each student who has points according to the following scale.

Majors of Credit Received
in the University

- a) 36
- b) last 27
- c) last 18
- d) last 9

Average of Points
per Major Taken

- 3½
- 4
- 4½
- 5

provided, in cases b), c), d), that the average in previous work is not lower than 2 points per major taken.

c) In the College of Commerce and Administration, the Bachelor's Degree with Honors is awarded to each student who has:

(1) Attained an average grade of at least B in all of his residence work in the College.

(2) Made a definitely favorable impression on his instructors by evidence of his ability and by his attitude toward his work.

(3) Satisfactorily completed in the honors course a special investigation and report on conditions in a special industry or on some subject approved by the instructor in charge of honors work.

(4) Achieved distinction in the general final examination.

3. Students are elected to the Phi Beta Kappa society at graduation or at the end of the third year of undergraduate work on nomination by the University for especial distinction in general scholarship. The student must have been in residence at least six quarters. The grade demanded is higher than that required for graduation with honors. Membership is determined by vote of the chapter, no initiative being taken by the student.

4. Students are elected to Associate Membership in the Sigma Xi Society during the fourth year of undergraduate work, on nomination of two departments of science, for evidence of promise of ability in research work in science. The candidate must either be engaged in actual research of promise, or else have given indication of critical ability or

resourcefulness of unusual degree. Membership is determined by vote of the Chapter, no initiative being taken by the student.

5. From fifteen to twenty members of the Junior Class are appointed Marshals and Aides in June of each year by the President to assist the Marshal of the University in the conduct of the public ceremonies of the University. They are selected on the basis of scholarship, honorable participation in college activities, qualities of independence and leadership, and the personal traits that make the nominees fitting representatives of the University on ceremonial occasions.

NOTE.—The majors and points requisite for honors are exclusive of credit in Physical Culture.

§ 37. Scholarships, Prizes, Student Service, etc.—The University offers a considerable number of scholarships and other prizes (*a*) to students of high rank; (*b*) to the winners in various examinations and contests; (*c*) to students designated according to certain specified terms. These prizes may be used in payment of tuition fees which become due after the date of award.

Various forms of University service also are open to students.

Remunerative work is obtained by many students through the Employment Bureau.

For details concerning these and similar items see the circular entitled *Awards and Aids*.

§ 38. Teaching Positions.—The Board of Recommendations is the official channel through which recommendations to teaching positions are made. A residence of at least three quarters is prerequisite to registration with this Board. No fee is charged. For further information inquire at the office of the Board, Room 2, Lexington Hall.

§ 39. **The Honor Commission.**—The University maintains certain standards of honor with which every student should be acquainted. The Honor Commission is a Faculty-student organization, the Faculty members of which are appointed by the President, and the student members elected by the undergraduates. This Commission endeavors to express the sentiment of the Faculty and the student body concerning standards of honor and to promote honesty in all University work. This student sentiment is, in brief, that every student should be a person of thorough and unhesitating honesty in all things, that such an act as copying the work of another and presenting it as his own, giving or receiving help which in any way tends to present a false impression of a student's knowledge of a subject, or any other departure from the strictest honesty, is unworthy of a person enjoying the privileges of higher education, and that a person guilty of such conduct has no place in college.

In order that the purpose for which this commission exists may be fully realized, it is necessary to have the whole-hearted co-operation of every student. It is hoped, therefore, that every student will take an earnest and active part in upholding the ideal both in his own conduct and in his personal influence.

§ 40. **Student Clubhouses.**—The Reynolds Student Clubhouse is operated by the University for all the men of the University. The House privileges are available to all men students without fee, and the rooms are open to all men's organizations by registration with the Director of the House.

Ida Noyes Hall, the University women's clubhouse, is the social center of all women of the University, to whom its privileges are extended without fee. The Hall houses the Department of Physical Culture and Athletics for women; also a cafeteria, operated at cost, open to all University women and their guests.

§ 41. **Organization of the Student Body.**—In order to provide so far as practicable for the control of student affairs by the students, (a) the college undergraduates are grouped into four divisions, each of which elects its own officers; (b) there is an Undergraduate Student Council composed of the presidents of the divisions and other representatives of the student body as provided in the constitution of the Council.

1. Organization is on the basis of credit on record at the beginning of the Autumn Quarter, as follows: Upper Seniors, students having 27 majors or more; Lower Seniors, 18 to 26½; Upper Juniors, 9 to 17½; Lower Juniors, less than 9. To advance from a lower to a higher division, the student must also have satisfied the requirement of the lower division in Physical Culture. Questions of classification are in the hands of the Undergraduate Student Council. At a date and in a place announced by the Council, college students register their names by classes in poll books provided for the purpose. These books are inspected in the Recorder's Office and if corrections in the listing are needed, notices are sent by the Recorder to the students concerned. This classification lasts one year. Students coming into residence during the year may be classified on application to the Council. Petitions for change of classification may be granted at the discretion of the Council, it being understood that ordinarily a discrepancy of 3 majors of credit may be disregarded.

2. The officers of each division are: a president, a vice-president, a secretary, and a treasurer. They are nominated and elected, whether regularly or for the filling of vacancies, under the direction of the Council.

The division officers are responsible for the conduct of strictly division affairs. A president, on his own initiative or at the request of six members, may summon a meeting of his division after such interval of time as the Council may prescribe.

3. Meetings of the four divisions are called by the Council within a week after classification day to nominate division officers and discuss division organization. Each meeting is presided over by a member of the Council or by a student delegated by the Council. Nominations besides those made at the meetings may be made by petition signed by not less than six members of the division concerned, to be presented to the Council within three days after the meetings. Elections occur from five to ten days after division meetings, the date and method of election to be determined by the Council.

4. Meetings of the divisions are called by the Council during the first week in February to nominate new members of the Council. Further nominations in any division entitled to representation in the Council may be made by a petition signed by not less than six members of that division and filed with the Council within three days after the meeting for nominations. Notification of all meetings for nominations and elections is made by the Council through the *Daily Maroon* and on the bulletin board at least a week previous to the meetings at which such nominations are to be made. The list of eligible votes for members of the Council and division officers is posted when the meetings for nominations are announced. The election of councilors occurs from five to ten days after the meetings for nominations, at a date designated by the Council when the meetings for nominations are announced.

§ 42. The Undergraduate Student Council.—

1. The Council is constituted as follows: (a) The four division presidents and the two Senior College class vice-presidents are, ex-officio, voting members; (b) four members at large elected by the Junior class in February or March to serve until the June Convocation of the following year; (c) the chairmen of the following boards, organized under the authority of the Council, sit as delegates on the Council with full voting privileges: the Board of Undergraduate

Dramatic and Musical Organizations; the Board of Undergraduate Women's Organizations; and the Board of Undergraduate Publications.

2. The officers of the Council are a president and a secretary-treasurer elected from the Junior members at large some time within the first six weeks of the Spring Quarter, to hold office the year following. Their duties are: of the president, to call meetings, to preside at the same, and to appoint committees; of the secretary-treasurer, those usually pertaining to this office.

3. The time and place of all meetings of the Council shall be determined from time to time by the Council. Special meetings shall occur at such times and places as the President shall direct.

Parliamentary rules govern the order of the meetings. A quorum consists, for ordinary business, of a majority; for appointments and elections, of two-thirds of the Council.

4. Vacancies shall be filled as follows:

- a) The withdrawal of a class president, by a special election by the class concerned; upon the withdrawal of a Senior class vice-president the secretary of the class shall succeed.
- b) The withdrawal of a member-at-large, by appointment of the Council from the class of which the retiring councilor was a member.
- c) The withdrawal of any one of the three Board Chairmen, by a special election of the Board concerned.

The graduation of the four Upper Seniors is not considered as creating vacancies.

No student ineligible for public appearance may represent his division in the Council. Exception is made in the case of the Freshman president. A member who becomes ineligible for public appearance thereby loses his seat in the Council.

5. The functions of the Council are (1) to serve as a means of communication between the student body and the faculties; (2) to exercise general supervision over the conduct of student affairs; (3) to be present officially for special duty at convocations and other public occasions where the student body should be represented.

6. Modifications of this system of organization may be initiated by the Undergraduate Student Council and be made by a majority vote of the college undergraduates, such voting to be under the supervision of the Council. They may then become effective by permission of the Faculties of the Colleges.

§ 43. Offices of Administration.—

University Recorder and Examiner, Cobb Hall, Room 104.

Assistant Examiner, Cobb Hall, Room 106.

Assistant Recorder, Cobb Hall, Room 100.

Bureau of Records, Cobb Hall, Room 102.

Departmental Examiners.. Consult the register at the Information Office.

Dean of the Colleges of Arts, Literature, and Science, Cobb Hall, Room 204.

Deans in the Colleges of Arts and Literature, Cobb Hall, Rooms 204, 216.

Deans in the College of Science, Cobb Hall, Room 204.

Dean of the School of Social Service Administration, Cobb Hall, Room 112.

Dean of the School of Commerce and Administration, Commerce and Administration Hall, Room 203.

Dean of the College of Education, Emmons Blaine Hall, Room 100.

Dean of University College, Cobb Hall, Room 202.

Chairman of the Women's University Council, Cobb Hall, Room 207.

Social Director, Cobb Hall, Room 207.

Director of Undergraduate Activities, Cobb Hall, Room 204.

Adviser of Foreign Students, Cobb Hall, Room 204.

Cashier, University Press Building, north of the main entrance.

Cashier's Office, University Press Building; all student fees are paid at the Cashier's Office; money orders issued and cashed, cash deposit system for students.

Housing Bureau, Room 3, University Press Building, assigns rooms in University dormitories; lists of rooms, furnished apartments, and houses supplied on request.

University Bookstore, Ellis Hall (branch in Emmons Blaine Hall); textbooks, magazines, stationery, and other office and classroom material, postage stamps. Orders may be left for books not in stock.

Public Telephone Stations, one in the corridor of practically every building in the Quadrangles.

Employment Bureau, Room 1, University Press Building.

Women's Cloak and Rest Rooms, Cobb Hall, second floor, Room 200; also Ida Noyes Hall, and Harper Memorial Library, second floor.

Student Clubhouses:

For men, Reynolds Student Clubhouse, Fifty-seventh Street and University Avenue (see § 40).

For women, Ida Noyes Hall, 1212 East Fifty-ninth Street (see § 40).

Young Men's Christian Association, Reynolds Clubhouse.

Young Women's Christian Association, Ida Noyes Hall.

The Information Office, Room 3, Press Building, serves the following purposes:

Issues general information.

Conducts a Lost and Found Bureau.

Handles orders for baggage and express, railway and local.

Distributes, as far as possible, unclaimed letters (see lists posted on the bulletin boards). Such mail, not called for, is returned to the Hyde Park post-office.

Has available, for distribution or reference, the following publications, directories, etc.:

1. Official Documents: *Announcements*, *Quarterly Time Schedules*, Departmental Programs, etc., for distribution.
2. The current *Annual Register*, for reference.
3. Directory of Instructors, giving their addresses, class hours, and consultation hours; for reference.
4. Directory of students, for reference.
5. Railway and steamship time-tables, for distribution.
6. City Directory, for reference.

Every student should get a copy of the *Announcements* of the School or College in which he is registered, and keep it for frequent reference. It contains not only a statement of the requirements for admission and for graduation, but also a full announcement of the courses of instruction offered in the School or College.

Official notices are either mailed to the student's University address or posted on the racks provided for that purpose as follows:

For the School of Commerce and Administration: Commerce and Administration Building, first floor.

For the College of Education: Corridor of Emmons Blaine Hall, first floor.

§ 44. Official Notices.—Students are expected to consult the bulletin boards frequently for such notices. The *Weekly Calendar* is posted every Saturday.

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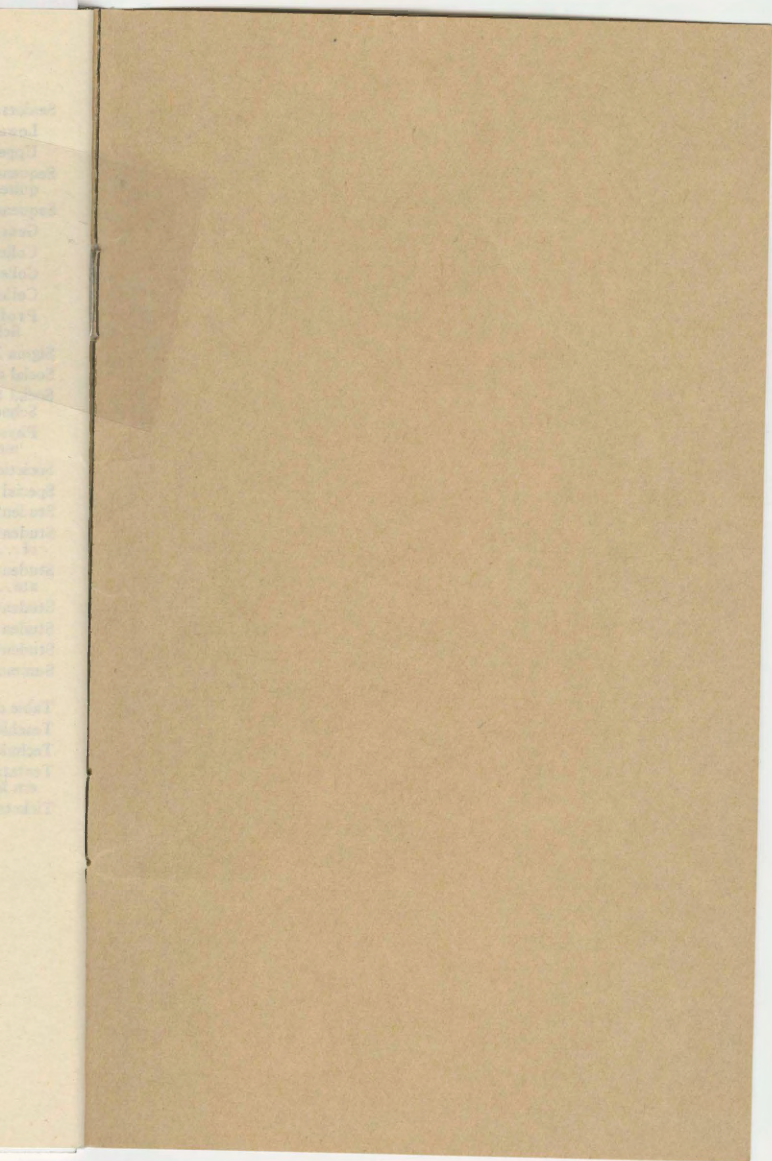
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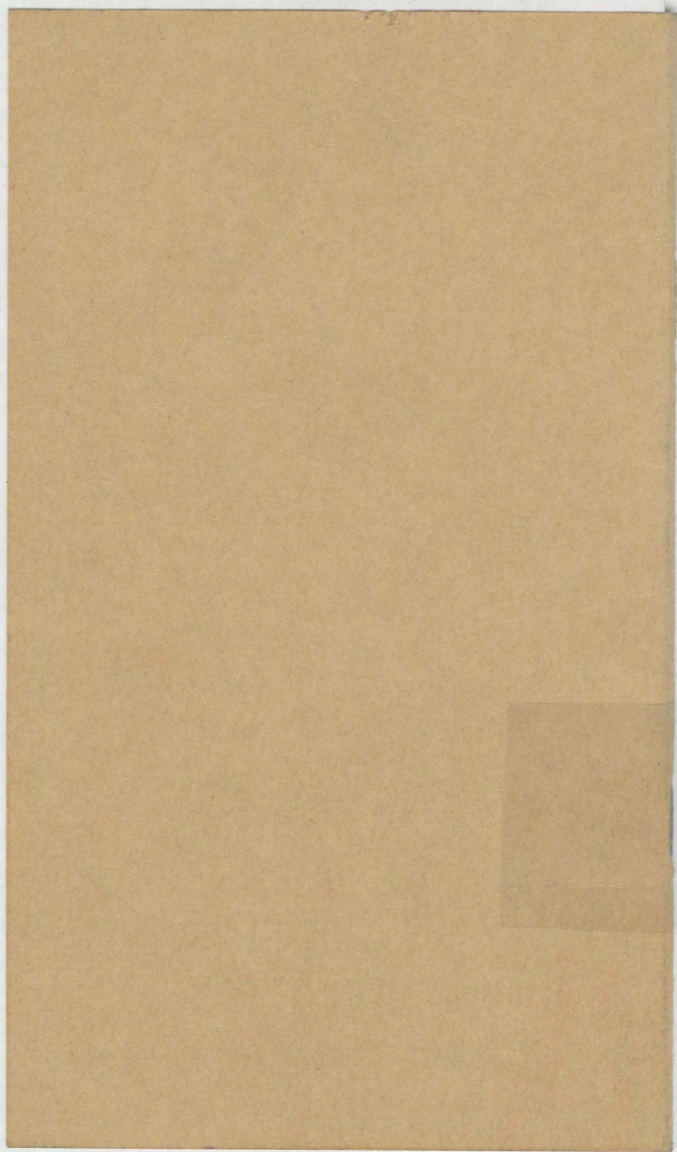
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The University of Chicago

Office of the Recorder and Examiner

May 17, 1929

Office of the Chancellor
Return 502 Admin.

Mr. Frederic Woodward
Acting President
Faculty Exchange

My dear Mr. Woodward:

Mr. Bixler and I have together carefully checked the statistical reports of attendance published in the President's Reports for the years 1922-23 and 1927-28. We find some inaccuracies in the figures which you used in your recent talk before members of the Alumni Council. The figures used for the full years 1922-23 and 1927-28 were correct with these modifications:-

1. The totaling of the Undergraduates for the year 1922-23 was not correctly done. As you will observe, that total is 5,161.
2. Through what I suppose was a typographical error the Commerce and Administration Undergraduate registration is given as 415 when it should have been 315.
3. As Mr. Bixler explained, the College of Education figure, 779, for the year 1922-23 was merely an estimate since at that time that school did not keep statistics of separate groups, Senior College, Junior College, Unclassified, etc. Group statistics were introduced in that division later upon my request. It would appear therefore best that for comparative purposes the College of Education be ignored, using only Arts, Literature and Science and Commerce and Administration.

There are also slight errors in the comparative figures used in the Autumn Quarters.

Because of these inaccuracies I have made up a new table which gives the comparative registration, Graduate and Undergraduate, in Arts, Literature and Science and Commerce and Administration for 1922-23 and 1927-28 for the year and for the Autumn Quarter only. I am sorry that these figures do not warrant as favorable an interpretation to one whose interests are primarily in

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The University of Chicago

Office of the Recorder and Examiner

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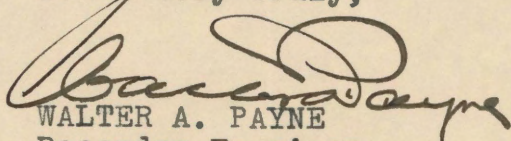
the Undergraduate division of the university as was made of the figures presented by you. You will, for example, observe that the actual Undergraduate registration in the two divisions for the year 1922-23 was 4,382 and for the year 1927-28, 4,387, a variation of but five registrations, -0 %. Similarly, and surprisingly, the Undergraduate registration for each of the Autumn Quarters in question was identical, 3,100. The Graduate registration showed a gain of 22% for the entire year and 17% for the corresponding Autumn Quarters.

I believe that in your comment to the Alumni Council and their friends you mentioned the possible effect in increase in our tuition. At least three other factors, I think, may appropriately be mentioned:-

1. As you are aware, the Undergraduate registration in the School of Commerce and Administration has steadily declined for a number of years. This is true in the Senior College division which has not been affected by the change in curriculum. The reasons, if known, may or may not be such as you would care to make public.
2. The Undergraduate registration in this and other institutions in the year 1922-23 was still somewhat abnormal because of the effects of the disturbance, during the war, of college programs. In other words there was an appreciable number of hang-overs from boys whose college work was interrupted and also from boys whose admission to college was delayed because of interruption of high school programs.
3. During the five year period in question Crane Junior College has grown enormously. Inasmuch as Chicago boys and girls can attend Crane without payment of fees and transfer to the University of Chicago after two years and obtain their degrees in four years, it is probably a warrantable conclusion that an appreciable number, to whom \$300.00 a year is a considerable item, have chosen to begin their college work, at least, in Crane Junior College.

I am also returning the two statistical tables which you sent over with your note of the seventh instant.

Yours very truly,


WALTER A. PAYNE
Recorder-Examiner

WAP:R

The University of Chicago

Office of the Recorder and Examiner

-2-

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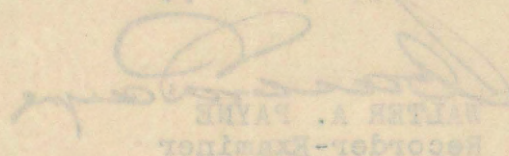
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April 28, 1929

**Office of the Chancellor
Return 502 Admin.**

Dear Fritz:

Why not get over into some of the constructive processes for improving the colleges open to our alumni and alumnae?

Here are some points that I put down after we talked yesterday.

1. The establishment of scholarships, preferably two-year Junior College honor scholarships, for both men and women. Chicago alone should have twenty for men and twenty for women to hold the most desirable graduates of our high schools from going to other colleges offering such inducements. Every alumni club in the country should support at least one such scholarship.

860,000
2. Additions to loan funds under University control.

The University now has about \$10,000 to loan for short periods, ~~a part being loaned without interest~~, a part being loaned without interest. There likewise is about \$10,000 available each year from special endowments and from Trustee grants for tuition only, to be given to students in any school or college. This money is used only in emergency cases, with no restriction except that after five years all recipients having had a fairly prosperous start in life are asked to return these amounts without interest. Such returns will be added to the Development Fund.

In addition to these aids we need money to loan for three to five years with straight interest charges. Five hundred dollars a year, possibly more, for four college years would free ^{many} students from the excessive load of part-time employment shutting many of them out of activities and reducing their study periods. - One alumnus (Bert Sherer's brother) has an idea to loan to students through the University as agent, to get regular interest returns, and to recover the principal amount for other loans of the same character.

3. Regular reports on promising students in the high schools, preferably before the desirable students are Juniors in high school. Two years of preparation for college are better than one in every way, and interest in Chicago should be aroused earlier than now.

4. Stress the all-around quality of students and pay less attention to athletic prominence. There are plenty of men having scholarship, personality, and leadership; of late, however, the alumni of other colleges have been searching them out by scientific canvasses. The man who tries to trade on his athletic record will prove useless in athletics as well as in scholarship, but there are plenty of men who have both.

5. Be interested in securing superior women as well as superior men for the University.

Success in coeducation depends upon creating a replica of normal social living. The University has not begun to compete with the best women's colleges; it has barely begun to compete with those exclusively for men. With a balance of superior students, men and women, the University will have a unique position. No state university can develop institutional standards to compare in social or educational values with those in an endowed institution that has a genuine selective admission plan for both men and women.

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6. Take every measure to make the University a national institution.

The success of the colleges can be promoted by advertising the quality of our graduate and professional schools, for advancement in any of them is greatly helped by preparing in our own colleges. This fact is not fully used by any University today. Here is the real bond of interest between the colleges and the graduate schools - the unity that gives our students their unbroken lines of development to the limit of formal education under the same superior conditions of study throughout the process. It is time for the graduate schools to realize that their very best students come from the very best college; and the college itself must recognize that the advantages of such graduate schools will draw here as Freshmen those students who have been made to realize the great merits of our complete organization.

DHS

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DHS

Office of the Chancellor
Return 502 Admin.

April 26, 1929.

To
The Alumni Council Committee,
The University of Chicago:

I read your questionnaire with a great deal of interest and dismay--dismay because it would take pages and pages to answer all the questions as they should be answered, and dismay also because of what seems to me to be an unfortunate tone in the questions--unfortunate in that the implication is that the University should consist chiefly of fraternities and a football team, and that perhaps its scholastic standing should be lowered to meet that of others. The University of Chicago is a great deal bigger than the questions imply. My interest is fourfold, owing to four distinct contacts which it has been my fortune to have with the University. It is on my experience of these four contacts that I venture to offer my opinion. I can write as an alumna, Class of '23, as the wife of a graduate student (evidently a detested breed), as a faculty wife, and as the present Social Director. It is chiefly of the existing social life of the undergraduates that I shall write. My job probably needs explaining for many alumni. There is neither space nor time to say more than that it brings me into daily contact with students, and that all undergraduate social activities are registered with me.

In order to understand the present situation on the campus a picture of the social life as it now exists is essential. The best way to give such a picture is to show what activities no longer exist as compared with former days, and what new activities have sprung up. It is in terms of what used to be, what he or she used to do, that most alumni think when thinking of the campus. My day was 1923, and I write of the changes since then.

There is no longer any compulsory chapel for any students except freshmen, and they meet only during the fall quarter. There is no way of getting a large group of students together for announcements or appeal. Class organization--what little there is--does not take place until the year is well started. Very few parties are attempted by classes--an average of two a year by the freshman and sophomore classes, and none by the junior and senior classes. Except in a few cases in the freshman class, all parties sponsored by the class councils are open to the whole University. There is no such thing as getting together as a class. Class tickets cannot be sold. It is not important perhaps, but it is true that class organization and social life on the campus amounts to nothing. There is no longer a Spring Hop. The last one, held off the campus, failed financially. There are three all-University balls during the year: the Interfraternity Ball, the Washington Prom, and the Military Ball, one for each quarter. The attendance at these dances has fallen off in the last few years. Last year all big all-University dances lost money. This year the Prom and the Military Ball made money, while the financial status of the Interfraternity Ball is still questionable. The attendance at afternoon dances, usually

Office of the Chancellor
Return 502 Admin.

April 28, 1933.

To
The Alumni Council Committee,
The University of Chicago:

I read your questionnaire with a great deal of interest and dismay--dismay because it would take pages and pages to answer all the questions as they should be answered, and dismay also because of what seems to me to be an unfortunate tone in the questions--unfortunate in that the implication is that the University should consist chiefly of fraternities and a football team, and that perhaps its scholastic standing should be lowered to meet that of others. The University of Chicago is a great deal bigger than the questions imply. My interest is fourfold, owing to four distinct contacts which it has been my fortune to have with the University. It is on my experience of these four contacts that I venture to offer my opinion. I can write as an alumnus, Class of '23, as the wife of a graduate student (evidently a detested breed), as a faculty wife, and as the present Social Director. It is chiefly of the existing social life of the undergraduates that I shall write. My job probably needs explaining for many alumni. There is neither space nor time to say more than that it brings me into daily contact with students, and that all undergraduate social activities are registered with me.

In order to understand the present situation on the campus a picture of the social life as it now exists is essential. The best way to give such a picture is to show what activities no longer exist as compared with former days, and what new activities have sprung up. It is in terms of what used to be, what he or she used to do, that most alumni think when thinking of the campus. My day was 1923, and I write of the changes since then.

There is no longer any compulsory chapel for any students except freshmen, and they meet only during the fall quarter. There is no way of getting a large group of students together for announcements or appeal. Class organization--what little there is--does not take place until the year is well started. Very few parties are attempted by classes--average of two a year by the freshmen and sophomore classes, and none by the junior and senior classes. Except in a few cases in the freshman class, all parties sponsored by the class councils are open to the whole University. There is no such thing as getting together as a class. Class tickets cannot be sold. It is not important perhaps, but it is true that class organization and social life on the campus amounts to nothing. There is no longer a Spring Hop. The last one, held off the campus, failed financially. There are three all-University balls during the year: the Interfraternity Ball, the Washington Prom, and the Military Ball, one for each quarter. The attendance at these dances has fallen off in the last few years. Last year all big all-University dances lost money. This year the Prom and the Military Ball made money, while the financial status of the Interfraternity Ball is still questionable. The attendance at afternoon dances, usually

sponsored by a class council and open to all students, has fallen off very considerably even in a year's time. The last one, held for the high school students playing in the basketball interscholastic, had at its peak fifteen girls; the average for the afternoon was eight. There have been enough men at these dances to make what might be termed a sufficient stag line for the number of women dancing. It is a curious situation for us who knew days of enthusiasm for all parties, and difficult for us to understand. It is a problem around which my mind has been turning for over a year. Part of it can be explained.

We have to go much farther afield than the University in order to understand the situation. We must realize and recognize the whole social scheme of our life today. One reason that parties are not the success they used to be is a simple one: the students do not know how to work to make a party a success. I am continually astonished at the apparent casualness involved in the selling of tickets. The desire nowadays is to be entertained rather than to entertain, to pay to have things done rather than to do them. This trait is certainly not characteristic solely of the undergraduates of The University of Chicago, or of students solely. The work of decorating, the fuss, the worry, perhaps in some cases actual cooking--all these are things which no longer enter into the students' considerations for a party. Decorations are not important. Good music, an orchestra with a name is essential. The name is needed for publicity. The name, if big enough, will attract; the event itself is no longer sufficient to do so. Contracts for orchestras ranging in price from \$500. to \$1000. have been made. I ventured this winter to suggest that the orchestra at the Interfraternity Ball had seemed a good one. I was informed that it would not do to have it for the Prom, as the students would not care to hear the same orchestra so soon again. The Interfraternity Ball was in November, the Prom, in February.

The Interfraternity Ball has a curious and interesting makeup. A vote in the Interfraternity Council went through for the Ball, the arrangement being that each fraternity was to be responsible for ten tickets, whether ten of its men attended or not. Some of the stronger fraternities are now balking, refusing to pay. Needless to say their members did not attend. However, rumor has it that after a furious fight there were still sufficient votes for the Ball to be held another year, though some fraternities still owe. My knowledge of this matter is superficial; I repeat it purely because it does give an idea of some of the difficulties existing on the Campus. The attitude shown in the Interfraternity Council is only part of a larger and more serious situation. Certain fraternities have nursed in the last few years an exclusive attitude. It is common student knowledge that these fraternities do not support, even to the extent of two or three men, such activities as Prom. The worst offenders are Delta Kappa Epsilon, Alpha Delta Phi, and Psi Upsilon. They are the oldest and strongest fraternities on the Campus, and I leave it to you to guess the psychological effect on the rest of the Campus of their attitude in this regard. These three have their "Three Way Party", hence no interest at all in any all-University party. Delta Kappa Epsilon have their Ball so near Prom that they cannot afford both. Alpha Delta Phi and Psi Upsilon this year had initiations on the night of the Prom. My only comment is this: it is the men and alumni of the larger fraternities who are loudest in their

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cries against present conditions. It is strange, is it not,--and I ask this directly of the Psi Upsilon and Deke representatives on this Committee-- that the men and alumni of these fraternities can speak with sorrow of the lack of spirit on the Campus today? How can there be any Campus life as a whole when such groups refuse to help make the whole? Right there is a job the alumni can do better than anybody else.

However, parties do not and did not make up the whole social life. I cannot give accurate figures offhand, but I do know that Cap and Gown has lost money for three years, and one year was in a mess because of a broken contract. The Maroon lost money the year before. Cap and Gown does not sell. Quite simply, students lack sufficient sentiment or interest to care to own such a book of college days. There is now a Board of Publications controlling a sinking fund for such publications. How much longer Cap and Gown will continue is a question.

Of the fraternity and club situation one could write pages alone. Perhaps I had better state at once that I am a Sigma, and loyal. However, I think there is something very definitely valuable in the idea of second-year pledging for both fraternities and clubs. And I feel confident that a canvass here among juniors and seniors would show that there are many students, particularly among the women, who are of the same opinion. It would be a simpler matter for the clubs than for the fraternities, because of the difference in financial responsibility. The present situation is bad. Many on the Campus would agree with me that the clubs within themselves are weakening. The reasons are too numerous to mention here. They are not "dying," however, because the right girls do not come to the University.

My aim has been to show, using language in terms of activities, what things are not as most of us remember them. So far, what might be termed the retrogressive side has been presented. There is, however, another side quite different and more important. There are activities on the Campus that are very much alive. The activities which are growing are ones in which students have a direct outlet for their interests. The Dramatic Association has grown by leaps and bounds since we were in the University. It has an exceedingly active and large organization. Students interested in art have a chance to help in the designing of costumes and stage scenery. There is an Art Club. The Poetry Club flourishes. There are other clubs more scientific in their makeup. The really significant thing is that through these interests there is bound to be a ~~former~~ knitting of the University as a whole, because the groups just mentioned are not made up alone of non-club women or non-fraternity men. Fraternity and club students are finding an outlet for their interests in these groups--in some cases in preference to what club and fraternity life offers. All this is still in what may be called a transition stage. The growth along these lines has been marked in the last year. There is a movement just starting among the leading junior women to help sponsor and foster more undergraduate departmental clubs. It will be interesting to watch this development.

There is still another important point, which perhaps in some ways is a key to the whole. According to figures worked out by the Dean of the Colleges of Arts, Literature, and Science, only 35% of all the students who get degrees go through the University four years consecutively. This means, of course, that almost all the burden of support of all activities,

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including football, falls on this small per cent. The rest of the figures, which show what the other 65% do, are enlightening.

And now to repeat what I hope all that has gone before shows. We cannot judge undergraduate life on the Campus today by what we knew in our day--any of us who graduated more than four years ago. It is utterly futile to do so. The pulse of our whole social life has changed; so it has changed on the Campus. Had I not been fortunate enough to return to the Campus, and have as close contacts as I have had, quite frankly this letter would have been of a different tone. The trend can be towards a better rounded and more vital life, speaking always in terms of the undergraduate. The new dormitories will help to make it so. There is a social life of a different sort from what we knew on the Campus, or rather the perspective is different. This development is in the making, I repeat, and the possibilities are unlimited.

To jump to the point of view of the wife of a graduate student, my one point is a sound one economically, which should appeal to the bankers on this Committee. There is a professional code: he pays who can. Parents usually put their sons and daughters through college. When college is over the man gets a job. But in the cases of doctors and lawyers there is more training to take. If a man is lucky enough, he is subsidized by his parents through this period of further study. If he is not, he has to earn and study, and the whole process is drawn out over more than the years it would require otherwise. At the end of that time, which would be six years for a medical student not compelled to earn his way, he commences to derive an income from his job. Graduate students at The University of Chicago are attempting to get the training necessary for their job. Few can be subsidized through the additional years it takes to acquire this training. A Doctor's degree requires four years of resident work. This means four years with little opportunity for earning money, and hence a longer time for those so unfortunate as to have to finance themselves through this period. And the demand on the scholastic side is so much greater for the graduate student than for the undergraduate that it is impossible to carry much work and still earn enough to live on. I write from direct experience. If a graduate student should have acquired a family, life is more than difficult; it is tough. It does seem as though the graduate student should be entitled to lower tuition.

From the standpoint of a faculty wife, inquiry among the faculty would show that the intelligence, the caliber of the students today is noticeably above that of even three years ago. Taking the students as a whole, granting their higher scholastic qualifications, I can only give an impression. There are many of all-around fine caliber that the alumni and faculty welcome. We need more of them, to be sure, but whether the percentage of such attractive students is lower than several years ago it would be hard to say. Certainly the best are as good as, even better than, in my day.

As for teachers, it is interesting but true that the undergraduates do for the most part have the better teachers. The big men scholastically are not always good teachers. As a faculty wife and an alumna I guard jealously our scholastic standing.

So far I have not touched on the football team. We both never miss a game, and feel that a well-rounded campus life is essential.

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So far I have not touched on the football team. We both never miss a game, and feel that a well-rounded campus life is essential.

How to meet the present situation, which is, I am told, to buy or not to buy football men, is not for me to say. I confess now a strong dislike at the thought of buying.

This University of ours is a thrilling place just because it is growing, and the growth of the undergraduate body is a very vital part of the whole.

Charlotte Montgomery Grey

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*Respectfully,
J. Edgar Hoover*

The University of Chicago

Office of the Recorder and Examiner

Office of the Chancellor
Return 502 Admin.

April 23, 1929

My dear Mr. Woodward:

The following figures indicate the teaching personnel for 100 and 200 courses during the Autumn, Winter, Spring, of 1928-29:

	Autumn, 1928			Winter, 1929			Spring, 1929		
	100	200	T	100	200	T	100	200	T
Professor	17	38	55	12	35	47	13	38	51
Assoc. "	16	25	41	17	24	41	10	24	34
Asst. "	35	31	66	36	24	60	32	21	53
Instructor	60	21	81	57	16	73	54	17	71
Lecturer	1	0	1	1	0	1	1	0	1
Res. Assoc.	0	0	0	0	0	0	0	0	0
Assistants	32	8	40	22	8	30	26	7	33
T otals	161	123	284	145	107	252	136	107	243

If there are analyses of these figures which would be useful I shall be glad to make them.

Yours very truly,

Valerie C. Wickham

P.S. These figures do not include undergraduate courses in the professional schools of Education, S.S.A. and C and A.

55
47
51
153

Office of the Chancellor
Return 502 Admin.

The University of Chicago

Office of the Registrar and Examinations

April 23, 1929

Rec'd
4/24/29

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The following figures indicate the teaching personnel for 100 and 200 courses during the Autumn, Winter, Spring, of 1928-29:

	Autumn, 1928		Winter, 1929		Spring, 1929	
	T	100 200	T	100 200	T	100 200
Professors	17	38	13	35	13	38
Assoc. "	16	25	17	24	10	24
Asst. "	35	31	38	24	33	21
Instructor	60	21	57	18	54	17
Lecturer	1	0	1	0	1	0
Res. Assoc.	0	0	0	0	0	0
Assistants	32	8	22	8	28	7
Totals	161	123	145	107	136	107

If there are analyses of these figures which would be useful I shall be glad to make them.

Yours very truly,

Robert C. Mather

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Office of the Chancellor
Return 502 Admin.

THE ALUMNI COUNCIL COMMITTEE THE UNIVERSITY OF CHICAGO

*You are one of three hundred
Please reply promptly*

At the fall meeting of The Alumni Council a general discussion developed as to the policy of The University of Chicago in regard to its undergraduate body. From lack of information or from misinformation, it was discovered that various and divergent opinions were held concerning the undergraduate group, and the Council concluded it could be helpful to the University, the alumni body and the interested public if it first determined the facts and made suggestions based thereon to the proper University authorities. The Council, therefore, authorized a Committee under the chairmanship of John A. Logan to secure full information on the subject and report its findings. Each member of this Committee was subsequently directed to investigate a particular phase of the situation. The information thus secured by this Committee, working in friendly co-operation with the staff of the University, is voluminous and interesting. We will not here attempt to summarize it.

Material on entrance and scholarship, fraternities, athletics and undergraduate life has been accumulated, from which the Committee has propounded a series of questions. A partial list of these questions is appended for your reference. The administration has cordially offered to meet with this Committee and give us full and complete answers to them. We believe that when these questions have been answered by the University authorities, the Council, the Alumni and friends of the University will be supported by facts to do more effective work for the University.

Before such a meeting it was thought advisable to address this letter to a selected group of Alumni, asking their thought and suggestions on the list of questions. We request that you not only supplement the list, if possible, but particularly that you write us promptly with reference to your personal reaction on the undergraduate situation at the University. If the present status is to your satisfaction, we wish you to say so. Tell us what you believe to be the trend of undergraduate affairs and undergraduate life at the University and what change, if any, you would like to see in the trend. Do you believe the present method of selection of applicants for admission a good one? Are you concerned about the athletic situation? The fraternity problem? The social life of the undergraduate? The future of the undergraduate colleges? Do you consider the University a satisfactory place to send your sons and daughters? From the approach of scholarship, equipment, instruction, athletics, clubs and fraternities, social life, etc., we will value your letter and your suggestions.

The University has assured us they are equally anxious to have the reactions of Alumni on this whole subject. Please co-operate with the Committee by returning your letter to us promptly under cover of the enclosed stamped envelope. It is needless to state that the attitude of this Committee is one of helpfulness and constructive suggestion, and that its work is prompted and carried on in a spirit of loyalty and devotion to our Alma Mater.

PHYLLIS FAY HORTON
ARTHUR C. CODY
DUNLAP C. CLARK
FRANK S. WHITING
PAUL S. RUSSELL
JOHN A. LOGAN, Chairman.

This is not a questionnaire. The list of questions is for your general guidance in preparing your letter to the Committee. Supplement this list if possible.

1. What is the policy of the University trustees and administrative officers toward a broader development of the four-year Undergraduate colleges?
2. Why are undergraduates required to pay more for an education than graduates, and then not given instruction by the best men on the faculty?
3. Is it the opinion of University officials that the present plan of publicity and promotion is successfully placing before Alumni and public the problems, activities and opportunities at the University in a way that should enlist their interest and support?

	Expenditure for New Buildings	Number on Faculty	Faculty Including Rush	Salaries of Faculty	Number of Graduate Students	Number of Undergrad. Students	Tuition Graduate School	Tuition Undergrad. School
1922-23...	\$10,305,543.90	360	524	\$ 949,200	6,508	4,390	\$60.00	\$ 75.00
1927-28...		475	685	1,643,800	7,958	4,534	70.00	100.00
Increase...		115	161	694,600	1,450	144	10.00	25.00
% Increase		31	30	73	22	3	16 $\frac{2}{3}$	33 $\frac{1}{3}$

4. In view of the foregoing figures does it seem that these expenditures have fostered the growth of the Graduate schools to the detriment of the Undergraduate colleges?
5. Does the University consider Fraternities a useful agency for the promotion of activities which develop the undergraduate student into a more worthwhile citizen for later social life in his community?
6. Of entering Freshmen, 87% are pledged to Fraternities and still 9 Fraternities are not self-supporting, and 19 are concerned about the future of their chapters. Is there any basis for concern over the problem?
7. Would the proposed housing project help the Undergraduate situation, or tend to make still more acute the precarious Fraternity condition?
Of the men students 80% now live at home or in Fraternity houses; 26 Fraternities report accommodations for 501 men and occupancy in the fall quarter 1928 of 389 men, or 77% of capacity.
8. If the housing project becomes a reality and some Fraternities are forced to withdraw their local chapters, has the University given any consideration to the disposal of the property owned by the Fraternities?
Property owned by the 26 Fraternities reporting aggregated \$1,289,800 in value against which mortgages totalling \$611,550 are outstanding.
9. How would it reflect upon the University to have a number of Fraternities withdraw either because of financial failure or because of lack of material which measures up to the national standards of the Fraternities?

It is well to bear in mind that the Alumni of the local chapters withdrawing, as well as Alumni from other chapters in the Fraternities involved, would regard such action with grave concern. Alumni members of the 26 Fraternities reporting total 5,235 graduates and ex-students of the University.

10. President Mason, in his letter of June 12, 1928, said, "Nothing must ever be allowed to interfere with the maintenance of the highest standards of excellence of every branch of work in which the University engages. It is under no obligations to extend its efforts, but its reason for existence ceases if it fails to be a leader."

Is the administration of the opinion that athletics at the University measure up to the "highest standards of excellence?"

11. The undergraduate men students in the year 1927-28 in the Big Ten Universities ranged from 2,798 low to 10,059 high. In the same period undergraduate men at The University of Chicago totalled 1,794.

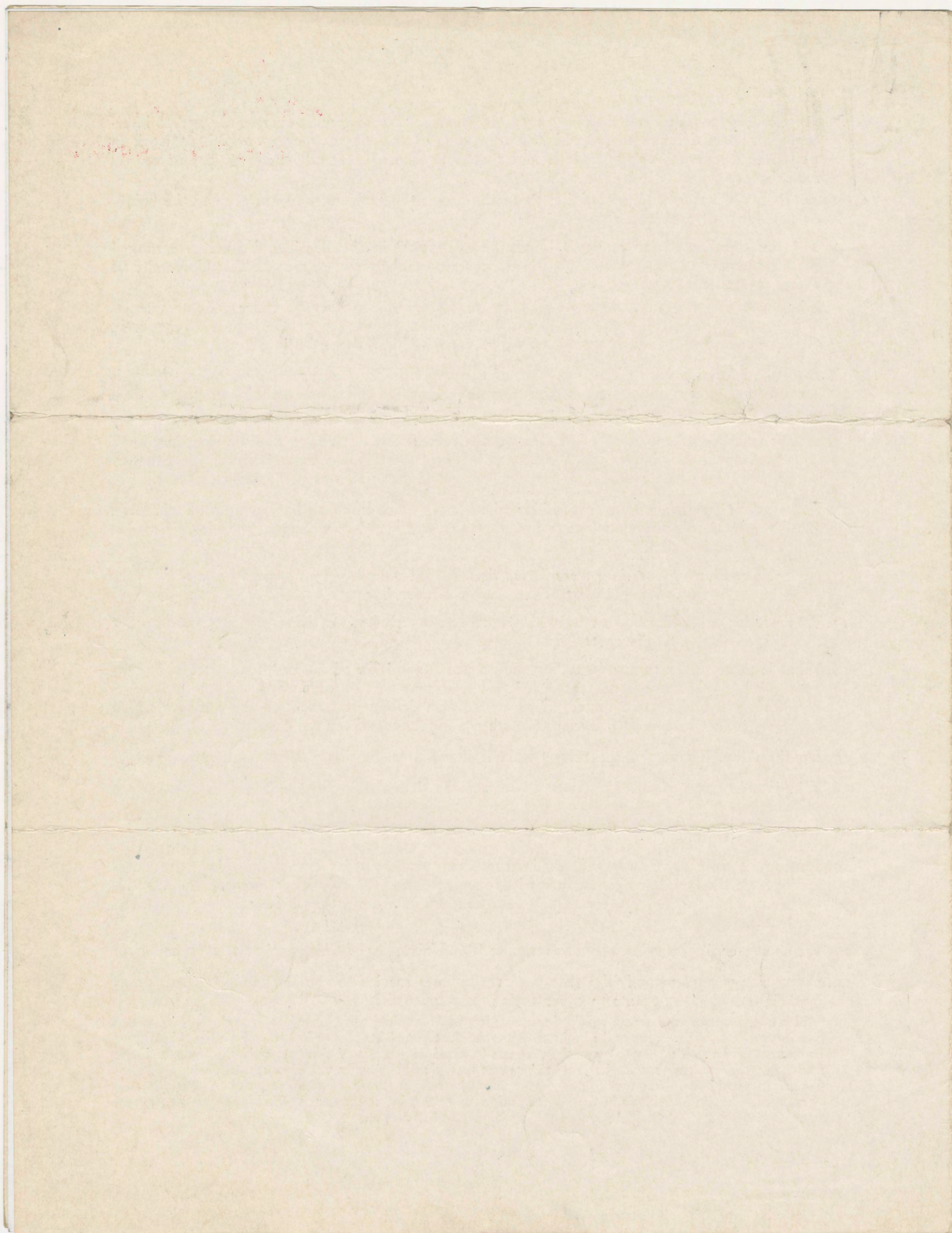
Has the University any contemplated plan to increase the number of undergraduate men or to improve the type of applicant which will enable the University of Chicago to compete in athletics on a reasonably comparable basis with other Big Ten institutions?

12. Does the administration accept any part of the responsibility for attracting representative "all around" young men and women of the community as applicants for admission to the University?
13. If through the present selective system we are successfully securing a "better than average" scholar, does the administration think that we may be sacrificing other desirable qualities of importance? Evidence is offered in the form of lack of material for good athletic teams.
14. Is the administration willing to consider whether too much emphasis has been put on scholastic excellence in selecting our applicants for admission and are they willing to consider a broader policy of selective admission?

The following questions were forwarded to this Committee by a group of representative seniors now in attendance at the University;

15. Why are incoming Freshmen admitted almost wholly on a basis of scholastic record and other capabilities practically disregarded?
16. What is there to the rumor regarding the proposed abolition of the first two years of undergraduate life? If there is no reason for this rumor, as we are told, why does not the administration make an effort to destroy it by means of a definite statement to the contrary which could be given widespread publicity through the highly organized publicity office?
17. Do the Alumni have the authority within limitations to distribute Alumni scholarships?
18. Why is the tuition of undergraduate students more than that of graduate students in certain of the schools?
19. Why does every undergraduate activity have to be so closely supervised?
20. Why are freshman courses generally instructed by teachers of inferior rank? Undergraduates rarely have the benefit of contact with inspiring instructors. This is not because the University does not have the men, but merely because these men do not teach courses open to undergraduates.
21. Why must eligibility rules be more strict at The University of Chicago than at most colleges?
22. *Why cannot student activities that perform definite service to the University be supported by definite budgetary grants to cover their minor expenses?

*"This question is prompted as a result of attempts by the Undergraduate Council to have the administration give it enough money to carry on its business. Thus far the Council has always had to rely on the Washington Prom to make enough money to cover the expenses incurred as a result of elections, publicity, mixers during freshman week, etc. As a result, the Prom tickets cost more than they ought to and unsuccessful Prom puts the Council in a bad hole. We are still paying debts left over from the Proms of previous years. Our request was of no avail. Certain individuals in the administration are strong for undergraduate life but in general the tone seems to be against it."—Quoted from an undergraduate communication.



Office of the Chancellor
Return 502 Admin.

THE ALUMNI COUNCIL COMMITTEE THE UNIVERSITY OF CHICAGO

*You are one of three hundred
Please reply promptly*

At the fall meeting of The Alumni Council a general discussion developed as to the policy of The University of Chicago in regard to its undergraduate body. From lack of information or from misinformation, it was discovered that various and divergent opinions were held concerning the undergraduate group, and the Council concluded it could be helpful to the University, the alumni body and the interested public if it first determined the facts and made suggestions based thereon to the proper University authorities. The Council, therefore, authorized a Committee under the chairmanship of John A. Logan to secure full information on the subject and report its findings. Each member of this Committee was subsequently directed to investigate a particular phase of the situation. The information thus secured by this Committee, working in friendly co-operation with the staff of the University, is voluminous and interesting. We will not here attempt to summarize it.

Material on entrance and scholarship, fraternities, athletics and undergraduate life has been accumulated, from which the Committee has propounded a series of questions. A partial list of these questions is appended for your reference. The administration has cordially offered to meet with this Committee and give us full and complete answers to them. We believe that when these questions have been answered by the University authorities, the Council, the Alumni and friends of the University will be supported by facts to do more effective work for the University.

Before such a meeting it was thought advisable to address this letter to a selected group of Alumni, asking their thought and suggestions on the list of questions. We request that you not only supplement the list, if possible, but particularly that you write us promptly with reference to your personal reaction on the undergraduate situation at the University. If the present status is to your satisfaction, we wish you to say so. Tell us what you believe to be the trend of undergraduate affairs and undergraduate life at the University and what change, if any, you would like to see in the trend. Do you believe the present method of selection of applicants for admission a good one? Are you concerned about the athletic situation? The fraternity problem? The social life of the undergraduate? The future of the undergraduate colleges? Do you consider the University a satisfactory place to send your sons and daughters? From the approach of scholarship, equipment, instruction, athletics, clubs and fraternities, social life, etc., we will value your letter and your suggestions.

The University has assured us they are equally anxious to have the reactions of Alumni on this whole subject. Please co-operate with the Committee by returning your letter to us promptly under cover of the enclosed stamped envelope. It is needless to state that the attitude of this Committee is one of helpfulness and constructive suggestion, and that its work is prompted and carried on in a spirit of loyalty and devotion to our Alma Mater.

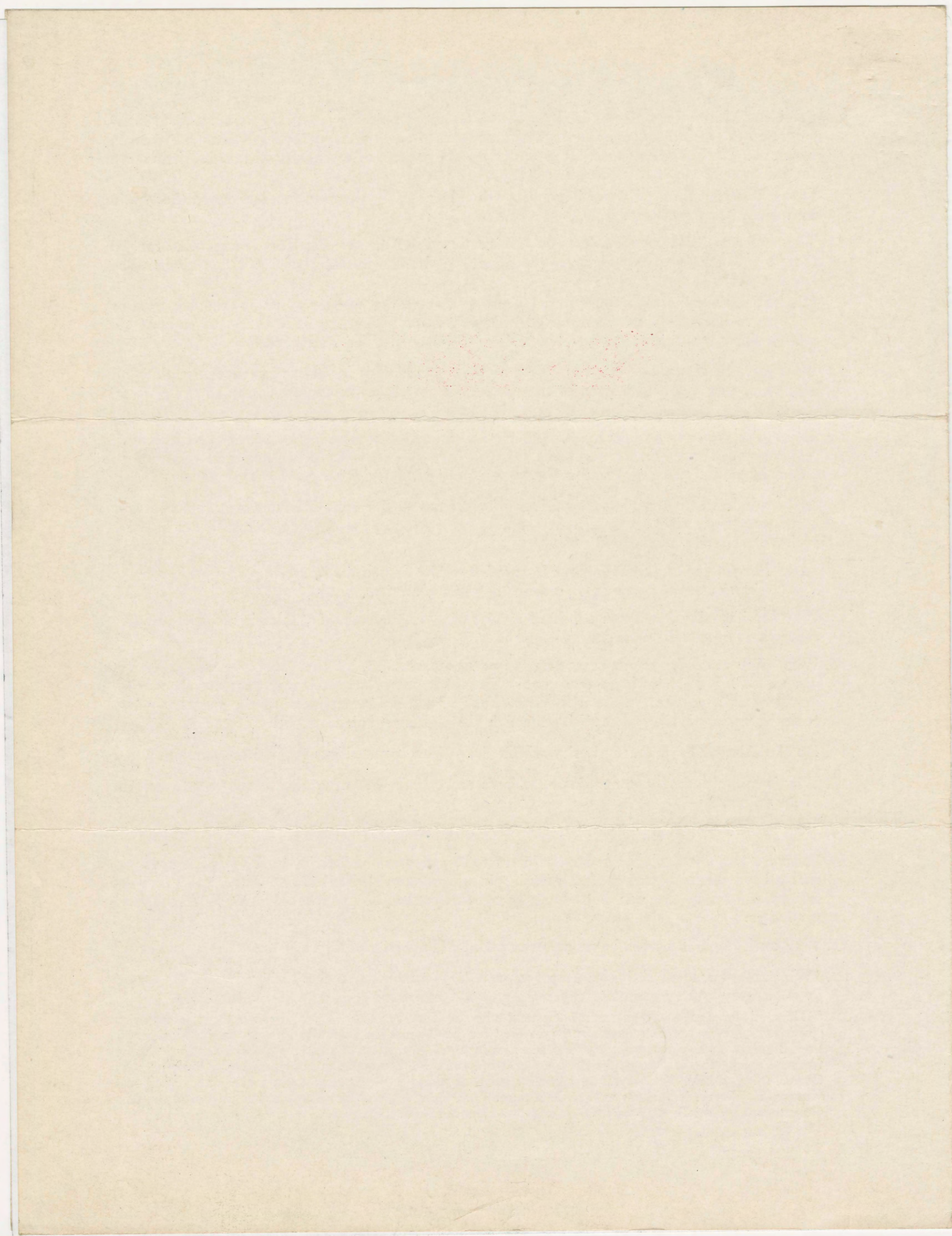
PHYLLIS FAY HORTON
ARTHUR C. CODY
DUNLAP C. CLARK
FRANK S. WHITING
PAUL S. RUSSELL
JOHN A. LOGAN, Chairman.

This is not a questionnaire. The list of questions is for your general guidance in preparing your letter to the Committee. Supplement this list if possible.

- I 1. What is the policy of the University trustees and administrative officers toward a broader development of the four-year Undergraduate colleges?
- I 2. Why are undergraduates required to pay more for an education than graduates, and then not given instruction by the best men on the faculty?
- I 3. Is it the opinion of University officials that the present plan of publicity and promotion is successfully placing before Alumni and public the problems, activities and opportunities at the University in a way that should enlist their interest and support?

	Expenditure for New Buildings	Number on Faculty	Faculty Including Rush	Salaries of Faculty	Number of Graduate Students	Number of Undergrad. Students	Tuition Graduate School	Tuition Undergrad. School
1922-23...	\$10,305,543.90	360	524	\$ 949,200	6,508	4,390	\$60.00	\$ 75.00
1927-28...		475	685	1,643,800	7,958	4,534	70.00	100.00
Increase...		115	161	694,600	1,450	144	10.00	25.00
% Increase		31	30	73	22	3	16 $\frac{2}{3}$	33 $\frac{1}{3}$

- I 4. In view of the foregoing figures does it seem that these expenditures have fostered the growth of the Graduate schools to the detriment of the Undergraduate colleges?
- II 5. Does the University consider Fraternities a useful agency for the promotion of activities which develop the undergraduate student into a more worthwhile citizen for later social life in his community?
- II 6. Of entering Freshmen, 87% are pledged to Fraternities and still 9 Fraternities are not self-supporting, and 19 are concerned about the future of their chapters. Is there any basis for concern over the problem?
- II 7. Would the proposed housing project help the Undergraduate situation, or tend to make still more acute the precarious Fraternity condition?
Of the men students 80% now live at home or in Fraternity houses; 26 Fraternities report accommodations for 501 men and occupancy in the fall quarter 1928 of 389 men, or 77% of capacity.
- II 8. If the housing project becomes a reality and some Fraternities are forced to withdraw their local chapters, has the University given any consideration to the disposal of the property owned by the Fraternities?
Property owned by the 26 Fraternities reporting aggregated \$1,289,800 in value against which mortgages totalling \$611,550 are outstanding.
- II 9. How would it reflect upon the University to have a number of Fraternities withdraw either because of financial failure or because of lack of material which measures up to the national standards of the Fraternities?
It is well to bear in mind that the Alumni of the local chapters withdrawing, as well as Alumni from other chapters in the Fraternities involved, would regard such action with grave concern. Alumni members of the 26 Fraternities reporting total 5,235 graduates and ex-students of the University.



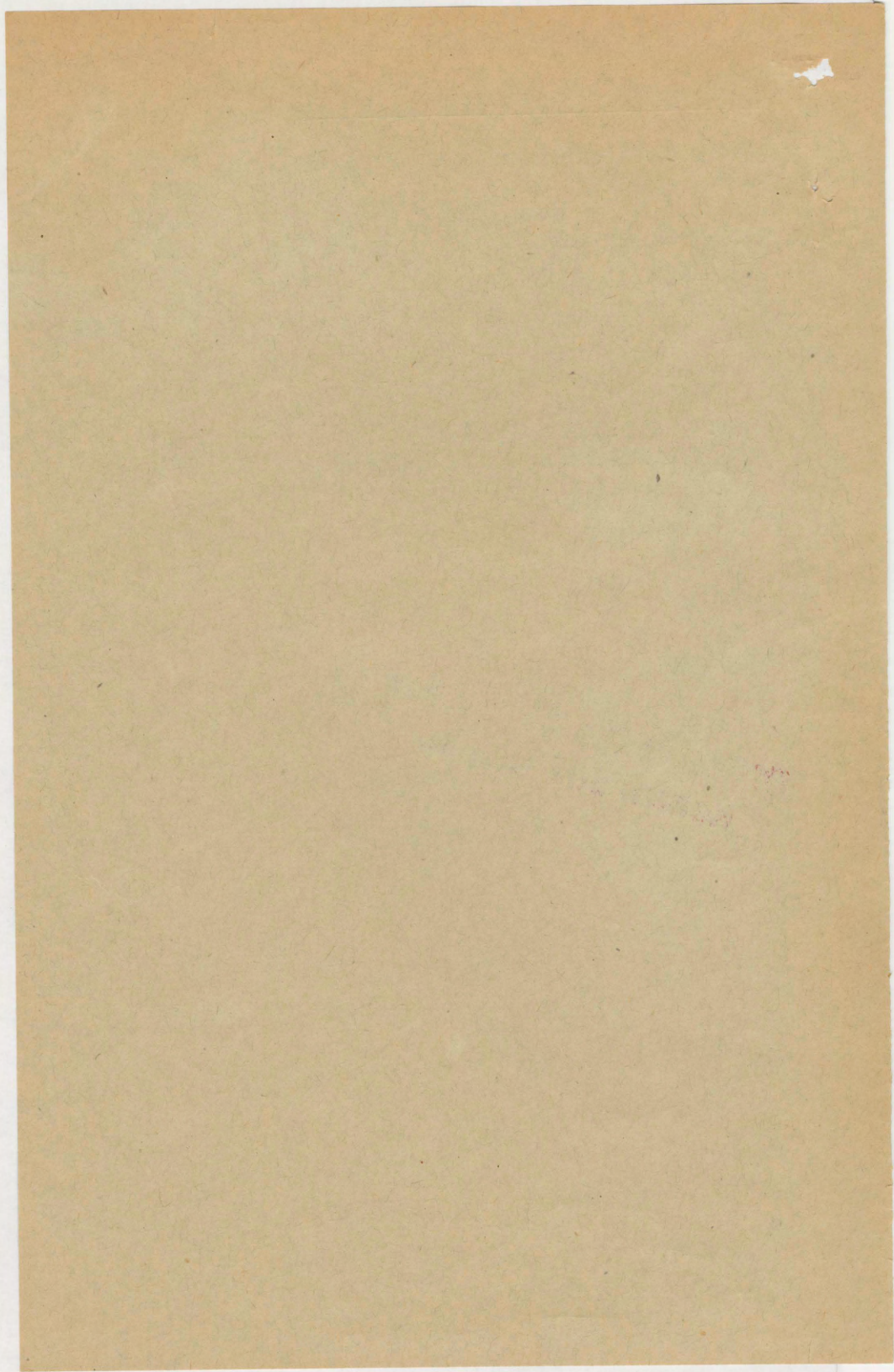
Data on Form A's for 1929-30

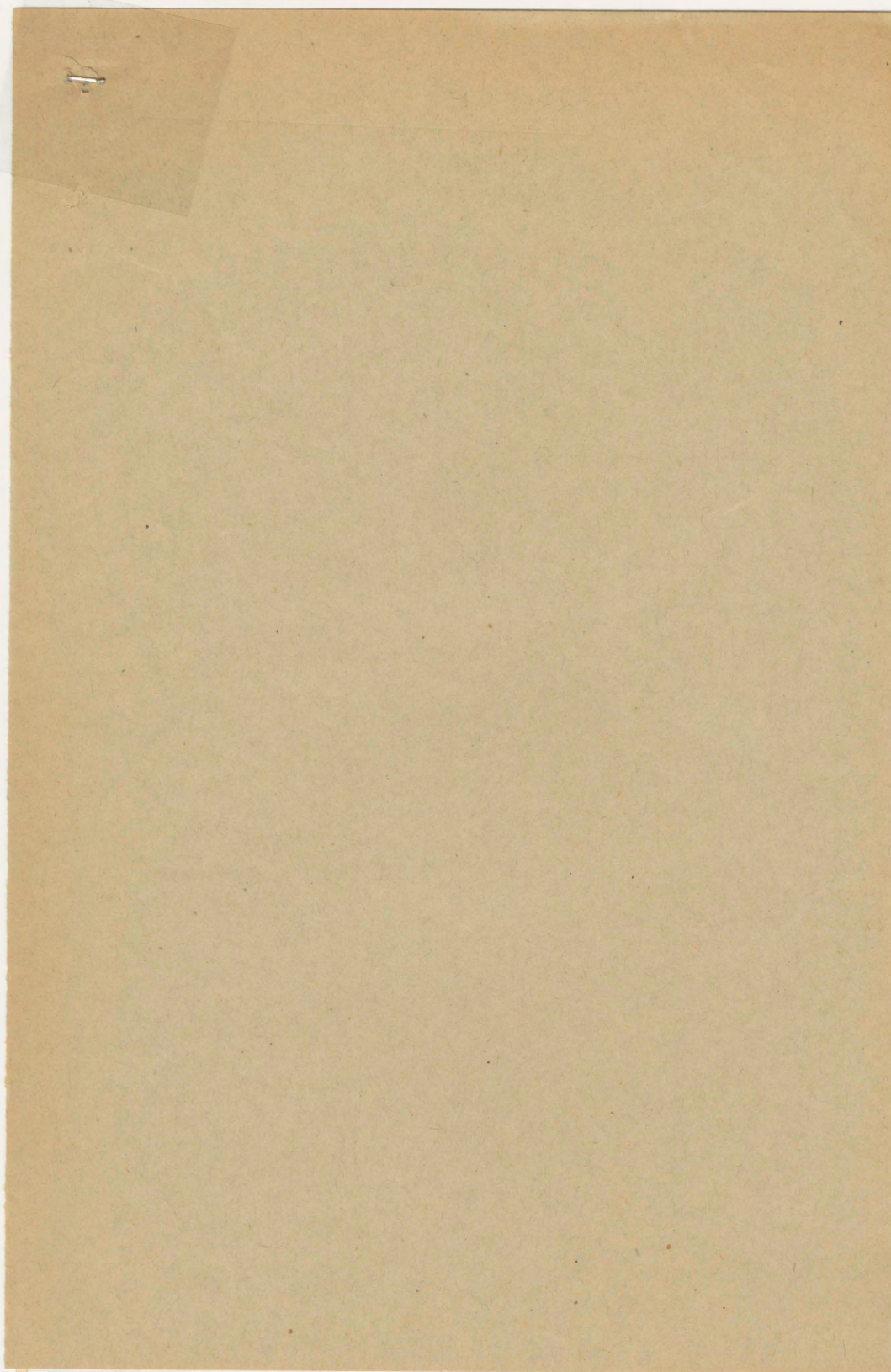
Applications Received June 6	714
\$25 Deposit Paid	279
" " Not Paid	390
Not yet evaluated	28

App. Rec'd. June 6, 1928	550
\$25 Deposit Pd. June 6, 1928	273

Office of the Chancellor
Return 502 Admin.

714.
550.
164. in memo



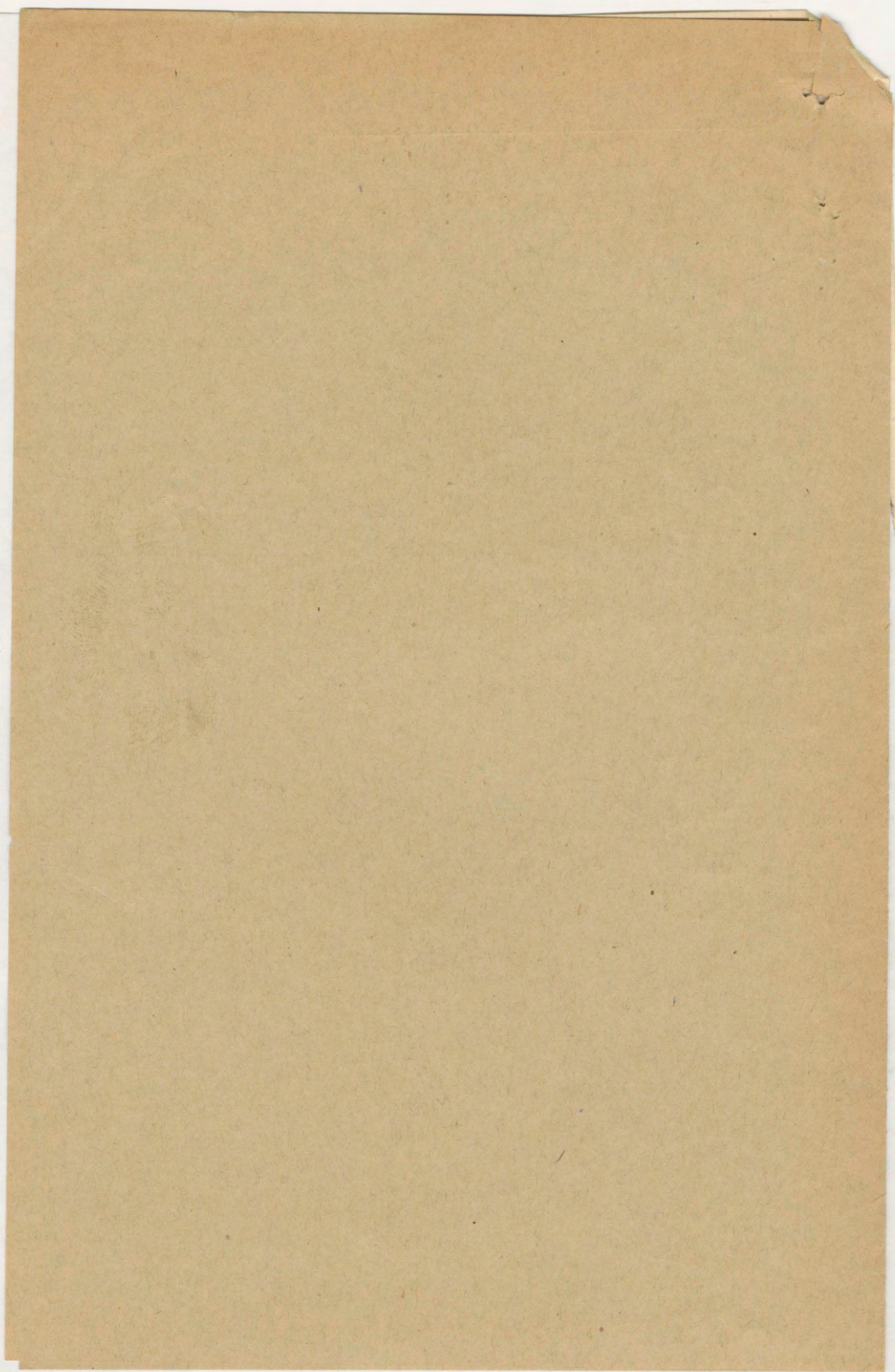


Joseph, Joseph, Joseph

Joseph, Joseph, Joseph

Joseph, Joseph, Joseph

Joseph, Joseph, Joseph



June 7, 1929

TWO YEAR HONOR SCHOLARSHIP STUDENTS

Robert Bibb	Culver, Indiana
Bazil Bilder	Chicago
Donald Birney	Grand Island, Nebraska
John Clancy	Riverside, Illinois
Woodrow Dagneau	Stevens Point, Wisconsin
Louis Galbraith	Kansas City, Missouri
John Lynch	Lockport, Illinois
George Mahoney	Chicago
Walter Maneikis	Chicago
Theodore Marquardt	Glen Ellyn, Illinois
Arthur Mercier	Kansas City, Kansas
Ralph Moffat	Chester, South Carolina
Harold Murphy	Wichita, Kansas
Edward Neidballa	Elkhart, Indiana
Clarence Oldham	Elgin, Illinois
John Poole	Fordson, Michigan
James Porter	Topeka, Kansas
Lewis Rowland	Kansas City, Missouri
Wesley Ruff	Kansas City, Missouri
John Spearing	Milwaukee, Wisconsin
Warren Thompson	Chicago
John Weir, Jr.	Kansas City, Missouri
Jason Woodside	St. Joseph, Missouri
Ray Zenner	Riverside, Illinois

Summary of facts: four valedictorians, one salutatorian, twenty in upper tenth of class, eight class presidents, nine editors or assistant-editors of school paper or annual, twenty participating in athletics.

Average of group — 92.4

June 5 1929

TWO YEAR HONOR SCHOLARSHIP STUDENTS

Robert Bipp	Culver, Indiana
Barth Elder	Chicago
Donald Birney	Grand Island, Nebraska
John Glancy	Riverside, Illinois
Woodrow Dagnan	Stevens Point, Wisconsin
Louis Galbreath	Kansas City, Missouri
John Lynch	Lockport, Illinois
George Mahoney	Chicago
Walter Mankie	Chicago
Theodore Harpwardt	Glen Ellyn, Illinois
Arthur Harrier	Kansas City, Kansas
Ralph Kellat	Chester, South Carolina
Harold Murphy	Wichita, Kansas
Edward Neidball	Bikhar, Indiana
Clarence O'Brien	Elgin, Illinois
John Poole	Fordson, Michigan
James Porter	Topeka, Kansas
Lewis Rowland	Kansas City, Missouri
Wesley Ruff	Kansas City, Missouri
John Spearling	Milwaukee, Wisconsin
Warren Thompson	Chicago
John Weir, Jr.	Kansas City, Missouri
Jason Woodside	St. Joseph, Missouri
Ray Zenger	Riverside, Illinois

Summary of facts: four valedictorians, one salutatorian, twenty in upper tenth of class, eight class presidents, nine editors or assistant-editors of school paper or annual, twenty participating in athletics.

Summary of facts - 1929

June 7, 1929.

Office of the Chancellor
Return 602 Admin.

Report

(40 States) - about 250 towns
about 900 names.
from alumni

1. Geographical Distribution.

Alabama
 Birmingham
Arizona
 Phoenix
Arkansas
 Fayetteville
 Little Rock
California
 Arcata
 Los Angeles
 Long Beach
 Palo Alto
 Sacramento
 Santa Monica
 Vallejo
Colorado
 Boulder
 Colorado Springs
Connecticut
 Cheshire
 Hartford
 Starrs
Florida
 Jacksonville
 Lakeland
Georgia
 Experiment
 Savannah
Idaho
 Twin Falls
Illinois
 Arlington Heights
 Belvidere
 Blue Island
 Canton
 Chicago
 Cicero
 Compton
 Danville
 Decatur
 DePue
 Donovan
 Earlville
 Elgin
 Elmhurst
 Evanston
 Fairbury
 Galesburg
 Geneva
 Glencoe
 Glen Ellyn
 Granite City
 Hammond
 Harvey
 Aazel Crest

Illinois (con't.)
 Highland Park
 Hinsdale
 Kankakee
 Kewanee
 LaGrange
 Lawrenceville
 Lemont
 Lincoln
 Lockport
 Loda
 Macomb
 Maywood
 Morgan Park,
 Mount Morris
 Norris City
 Oak Park
 Orient
 Peoria
 Peotone
 Princeton
 Robinson
 Rockford
 Rock Island
 Royalton
 St. Charles
 Springfield
 Virden
 Waukegan
 W. Frankfort
 Western Springs
 Winnetka
Indiana
 Anderson
 Bryant
 Culver
 E. Chicago
 Elkhart
 Evansville
 Ft. Wayne
 Gary
 Griffith
 Hammond
 Huntingburg
 Indianapolis
 Lebanon
 Michigan City
 Muncie
 New Castle
 Peru
 Plymouth
 South Bend
 Sullivan
 Syracuse
 Terre Haute

June 7, 1929.

Office of the Chancellor
Return of 1929 Annual

Report

I. Geographical Distribution.

Illinois (cont.)
Highland Park
Hinsdale
Kankakee
Kewanee
LaGrange
Lawrenceville
Lemont
Lincoln
Lockport
Loda
Macomb
Maywood
Morgan Park
Mount Morris
North City
Oak Park
Orient
Peoria
Peotone
Princeton
Robinson
Rockford
Rock Island
Hoytville
St. Charles
Springfield
Virden
Waukegan
W. Frankfort
Western Springs
Winnetka
Indiana
Anderson
Bryant
Culver
E. Chicago
Elkhart
Evansville
Ft. Wayne
Gary
Griffith
Hammond
Huntingburg
Indianapolis
Lebanon
Michigan City
Muncie
New Castle
Peru
Plymouth
South Bend
Sullivan
Syracuse
Terre Haute

Alabama
Birmingham
Arizona
Phoenix
Arkansas
Fayetteville
Little Rock
California
Arcata
Los Angeles
Long Beach
Palo Alto
Sacramento
Santa Monica
Vallito
Colorado
Boulder
Colorado Springs
Connecticut
Chester
Hartford
Stamford
Florida
Jacksonville
Lakeland
Georgia
Experiment
Savannah
Idaho
Twin Falls
Illinois
Arlington Heights
Belvidere
Blue Island
Canton
Chicago
Cicero
Cromwell
Danville
Decatur
Lepus
Dodgeville
Elgin
Elmhurst
Evanston
Fairbury
Galena
Geneva
Glencoe
Glen Ellyn
Granite City
Hammond
Harvey
Hazel Crest

Indiana (con't.)

Vincennes

Wabash

Whiting

Iowa

Ames

Belle Plaine

Blanchard

Cedar Falls

Cedar Rapids

Coon Rapids

Davenport

Des Moines

Dubuque

Ft. Dodge

Grundy Center

Letts

Marshalltown

Mt. Pleasant

Osage

Osceola

Ottumwa

Shenandoah

Washington

Waterloo

Winterset

Kansas

Alta Vista

Arkansas City

Gardner

Great Bend

Mulvane

Topeka

Kentucky

Ashland

Bowling Green

Paducah

Massachusetts

Dorchester

Newtonville

Pittsfield

Salem

Michigan

Ann Arbor

Benton Harbor

Detroit

East Lansing

Fordson

Grand Rapids

Gwinn

Houghton

Ionia

Ironwood

Kalamazoo

Muskegon

Newaygo

New Baltimore

Paw Paw

River Rouge

St. Louis

Michigan (con't.)

Ypsilanti

Minnesota

Chisholm

Fairmount

Duluth

Litchfield

Redwood Falls

Minneapolis

Mountain Lake

St. Cloud

Zumbrota

Mississippi

Rosedale

Jackson

Missouri

Kansas City

Kirksville

St. Joseph

St. Louis

University City

Montana

Anaconda

Butte

Dillon

Miles City

Missoula

Nebraska

Grand Island

Lincoln

Nebraska City

Omaha

New York

Brooklyn

Geneva

Jackson Heights

Jamestown

New York City

Riverhead

Syracuse

North Carolina

Greenville

Winston-Salem

North Dakota

Arneyard

Minot

Ohio

Bowling Green

Cleveland

Cleveland Heights

Cincinnati

Dayton

Gerard

Hamilton

Lakewood

Lima

Newark

Portsmouth

Shady Side

Ohio (Con't)

South Euclid
Springfield
Toledo
Wooster

Oklahoma

Enid
Oklahoma City
Pawhuska
Tulsa

Oregon

Hood River
Portland

Pennsylvania

Gettysburg
McKnightstown
Turtle Creek

South Carolina

Chester
Waterboro

South Dakota

Aberdeen
Geddes
Sioux Falls

Tennessee

Ashland City
Fayetteville

Texas

Dallas
El Paso
San Antonio

Utah

Fairview
Logan
Provo
Salt Lake City

Virginia

Ettrick
Richmond

Washington, D. C.

Washington

Everett
Sumner

West Virginia

Bluefield
Morgantown

Wisconsin

Appleton
Chippewa Falls
Manitowac
Milwaukee
Oshkosh
Richland Center
Shawano
Stevens Point
Tomahawk

Wyoming

Sheridan
Sunrise

Wyoming
Sheridan
Sunrise

Ohio (Con't)
South Euclid
Springfield
Toledo
Weston
Oklahoma
Tulsa
Oklahoma City
Pawnee
Tulsa
Oregon
Hood River
Portland
Pennsylvania
Gettysburg
McKeesport
Turtle Creek
South Carolina
Greenville
Waterbury
South Dakota
Sioux Falls
Tennessee
Nashville
Nashville
Texas
Dallas
El Paso
San Antonio
Utah
Salt Lake City
Provo
Logan
Idaho
Boise
Richmond
Washington, D. C.
Washington
Everett
Sumner
West Virginia
Martinsburg
Morgantown
Washington
Annapolis
Chesapeake
Easton
Milwaukee
Green Bay
Richmond Center
Stevens Point
Tomahawk

300 students recommended for honor scholarships by Alumni

Literature sent:

1. Descriptive Pamphlet
2. Official Guide
3. Application blank
4. General Catalogue
5. Cap and Gown in some cases

900 non-scholarships students recommended by Alumni

Literature sent:

1. Descriptive Pamphlet
2. Application blank
3. General Catalogue

Tickets to four events on Spring Athletic Schedule

- 400---First Event
- 1000---Second Event
- 1000---Third Event
- 1000---Fourth Event

Descriptive Booklet

1,200 sent to high school students
34,000 sent to Alumni

General Announcements

1,100 sent to students

Official Guides

269 sent to students

Cap and Gown

75 sent to students

Application blanks

900 sent to students

- | | |
|---|-------|
| ① Basketball Interscholastic | 500 |
| ② Competitive Examinations | 600 |
| ③ Track Interscholastic | 1,000 |
| ④ Those tentatively accepted
allowing for duplications | 325 |

300 students recommended for honor scholarships by Alumni
Literature sent:

1. Descriptive Pamphlet
2. Official Guide
3. Application Blank
4. General Catalogue
5. Cap and Gown in some cases

900 non-scholarship students recommended by Alumni
Literature sent:

1. Descriptive Pamphlet
2. Application Blank
3. General Catalogue

Tickets for four events on Spring Athletic Schedule

- 400---First Event
- 1000---Second Event
- 1000---Third Event
- 1000---Fourth Event

① Athletic Schedule
② Athletic Schedule
③ Athletic Schedule
④ Athletic Schedule
⑤ Athletic Schedule

Descriptive Booklet
1,800 sent to high school students
24,000 sent to Alumni

General Announcements
1,100 sent to students

Official Guides
289 sent to students

Cap and Gown
75 sent to students

Application Blanks
900 sent to students

BLAIR & Co.
INCORPORATED
105 WEST ADAMS STREET

Office of the Chancellor
Return 502 Admin.

CHICAGO , April 23, 1929.

Mr. Walter L. Hudson,
President of The Alumni Council,
The University of Chicago,
111 W. Monroe Street,
Chicago, Illinois.

Dear Mr. Hudson:-

The questions which are enclosed have been prepared from the material collected in our study of undergraduate conditions at the University of Chicago. It is the opinion of your Committee that answers to these questions will give the Alumni the information which they want and will enable them to perform a more effective service for their University.

The general Alumni sentiment and the condition of the undergraduate schools which we found to exist, have in our opinion, justified the investigation. We shall be prepared to make certain definite recommendations to the proper Trustee Committees after the Acting-President's dinner to the Alumni Council on April twenty-ninth. The complete file of data, Alumni letters, etc., will be presented, in due course, to the University administrative officers for whatever use they may choose to make of it.

It is the hope of your Committee that the University may derive some definite benefit from this investigation.

Sincerely yours,

Phyllis Fay Horton
Dunlap C. Clark
Arthur C. Cody
Paul S. Russell
Frank S. Whiting
John A. Logan, Chairman.

Lo:Sh

Office of the Chancellor
Return 502 Admin.

BLAIR & CO.
INCORPORATED
105 WEST ADAMS STREET

CHICAGO, April 25, 1929.

Mr. Walter J. Hudson,
President of The Alumni Council,
The University of Chicago,
111 W. Monroe Street,
Chicago, Illinois.

Dear Mr. Hudson:-

The questions which are enclosed have been prepared from the material collected in our study of undergraduate conditions at the University of Chicago. It is the opinion of your Committee that answers to these questions will give the Alumni the information which they want and will enable them to perform a more effective service for their University.

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Sincerely yours,

Phyllis Fay Horton
Dunlap C. Clark
Arthur C. Cody
Paul S. Russell
Frank S. Whiting
John A. Logan, Chairman.

Lo:Sh

The Alumni Council
OF
The University of Chicago

Office of the Chancellor
Return 502 Admin.

OFFICE OF THE CHAIRMAN

April 23, 1929.

Mr. Frederic C. Woodward, Acting President,
The University of Chicago,
Chicago.

Dear Mr. Woodward:

Under separate cover I am transmitting to you the report of the Council Committee on Undergraduate Conditions which has just been forwarded to me by Mr. John A. Logan, Chairman of that Committee. You will note that this report takes the form of a series of questions which the Council respectfully submits to you for such reply as you may see fit to make.

Very truly yours,

W. L. Hudson
Chairman.

W. L. Hudson
M

Office of the
Return 502

The Alumni Council
The University of Chicago

OFFICE OF THE CHAIRMAN

April 25, 1929.

Mr. Frederic G. Woodward, Acting President,
The University of Chicago,
Chicago.

Dear Mr. Woodward:

Under separate cover I am trans-
mitting to you the report of the Council
on the University of Chicago
and the report of the Committee on
the University of Chicago. You will
note that the report takes the form of a
series of questions which the Council request-
edly submit to you for such reply as you may
see fit to make.

Very truly yours,

W. L. Hubert
Chairman

W. L. Hubert

Office of the Chancellor
Return 502 Admin

The University of Chicago
CHICAGO, ILLINOIS

Committee on Fellowships and Scholarships

COBB HALL, ROOM 115

April 17, 1929

Question 4

↓ Short term loans, chiefly to undergraduates -
\$42,000 of \$60,000 available now out.

Mr. D. H. Stevens
Faculty Exchange

Dear Mr. Stevens:

In accordance with your request, I am
sending you the total number of undergraduate students
and graduate students who received scholarship aid during
the year 1928-1929. There were 153 undergraduates; of
these, 44 received partial scholarships. Of the 128 graduate
students, 41 received partial scholarships.

I shall be glad to give you more detailed
information if you wish it.

Very truly yours,

✓ Scholarships and fellowships *Baroline Masini*

<u>Undergraduate</u>		<u>Graduate</u>	
Gen'l. scholars -	153	scholars -	128
fellow		fellow -	194
Freshmen scholars -	76		
	<u>229</u>		<u>242</u>

- About 600 individuals have Noyes Scholarships during twelve months. At present 40% are undergraduates, but this rises yearly as the children of veterans become the only claimants.

Question 4

Office of the Chancellor
The University of Chicago
CHICAGO, ILLINOIS
Committee on Fellowships and Scholarships

April 17, 1929

COBB HALL, ROOM 112

✓ Please turn bonus, chiefly to undergraduates -
\$42,000 of \$50,000 available now out.

Dear Mr. Stevens:
Faculty Exchange
Mr. H. Stevens

In accordance with your request, I am
sending you the total number of undergraduate students
and graduate students who received scholarship aid during
the year 1928-1929. There were 153 undergraduates; of
these 44 received partial scholarships. Of the 128 graduate
students, 41 received partial scholarships.

I shall be glad to give you more details

in reaction if you wish it.

Very truly yours,

Scholarships and fellowships Barbara Thorne

<u>Undergraduate</u>		<u>Graduate</u>	
123	scholar -	128	scholar -
16	graduate -	184	graduate -
<u>229</u>		<u>242</u>	

- About 600 individuals have huge scholarships
during these months. At present 40% are
undergraduates, but this rises rapidly as the
children of veterans receive the only claimants.

THEIR FIGURES

Office of the Chancellor

* Return 302 Annual

	* No. of Graduate Students (Fall Quarter)	* No. of Undergraduate Students (Fall Quarter)	* No. of Graduate Students (Full Year)	* No. of Undergraduate Students (Full Year)
1922-23	1,345 ?	3,471 ?	4,057 O.K.	6,631 O.K.
1927-28	2,364 ?	3,187 ?	6,280 O.K.	4,930 O.K.
Increase	1,019 ?	- 284 ?	2,223 O.K.	-1,701 O.K.
% Increase	75% ?	- 8% ?	54% O.K.	- 25% O.K.

* Law School excluded
O Duplications deducted

Why do they exclude Law for Fall Quarter 1922-23 and 1927-28, and include Law totals in the figures for the respective years?

Would it not be better to exclude Law, Divinity, Rush & Soc. Serv. Admin. in making comparison between growth of Graduate and Undergraduate Schs. for the two year periods?

On that basis, figures for both years would be as follows:

	GRADUATE	1922-23	1927-28
Arts, Literature & Science		3,485	4,529
Commerce & Administration		115	190
		3,600	4,719
	Increase		1,119
	% "		31%
Senior College		1,745	2,011
Junior College		1,934	2,061
Education		779	406
Commerce & Administration		703	415
		4,391	4,893
	Increase	502	502 or 11.4%

Doing the same for the Fall Quarter, would be as follows:

AUTUMN QUARTER	GRADUATE	UNDERGRADUATE	Inc.	%Inc.
1922-23	1013 1,189	3100 3,185	223	18.7%
1927-28	1491 1,412	3100 3,136	Dec. 49	1.6%

(These figures exclude Law, Divinity, Rush, Social Service Admin., and University College, with duplicates subtracted)

Office of the Chancellor
*** Return for 1927-28**

THEIR FIGURES

1927-28		1928-29		Increase	
Undergraduate Students (Fall Quarter)	No. of	Undergraduate Students (Fall Quarter)	No. of	Undergraduate Students (Fall Quarter)	No. of
1,345	?	3,471	?	2,126	?
2,384	?	3,187	?	803	?
1,019	?	-	?	-	?
753	?	-	?	-	?
* Law School excluded					
O Duplications deducted					

Why do they exclude Law for Fall Quarter 1928-29 and 1927-28 and include Law totals in the figures for the respective years?

Would it not be better to exclude Law, Divinity, Rush & Soc. Serv. Admin. in making comparison between growth of Graduate and Undergraduate Schools for the two year periods?

On that basis, figures for both years would be as follows:

1927-28		1928-29		Increase	
Undergraduate	No.	Undergraduate	No.	Undergraduate	No.
4,529	190	3,485	115	1,044	75
4,719	1,119	3,800	1,119	381	0
2,011	2,091	1,745	1,934	276	183
408	408	703	703	295	0
415	4,893	4,893	4,893	0	0
502 or 11.4%		502 or 11.4%			

Doing the same for the Fall Quarter, would be as follows:

1927-28		1928-29		Increase	
Undergraduate	No.	Undergraduate	No.	Undergraduate	No.
1,189	1018	1,412	1491	223	173
3,187	3,187	3,187	3,187	0	0

(These figures exclude Law, Divinity, Rush, Social Service Admin., and University College, with duplicates subtracted)

The University of Chicago

Office of the Recorder and Examiner

Question 14
Fraternity finances

Office of the Chancellor
Return 502 Admin.

April 12, 1929

To the Officers, Faculty Counselors, and Alumni
Advisers of Fraternities:

At the meeting of the Board of Student Organizations, Publications, and Exhibitions of the University of Chicago held Saturday, April 6, motion was made, seconded, and carried unanimously that, beginning with the Autumn Quarter, 1929, the amount of bills payable which a fraternity may owe and be in good standing shall be reduced from \$1000, the present figure, to \$500. This figure does not include indebtedness to the alumni organization of a fraternity. This regulation will be enforced at the time of the audit of fraternity accounts for the next Autumn Quarter, ending December 31, 1929,--report due not later than January 15, 1930.

This action is in accordance with the plan for improving fraternity financial conditions presented to the presidents, treasurers, and alumni advisers at the fraternity dinner held October 16, 1928. At that meeting it was stated that the maximum set at \$1000 for bills payable to tradesmen was only an initial step toward a higher standard for fraternity finances. It is believed that sufficient time has been allowed to enable fraternities to meet the new requirement before the regulation goes into effect.

Communications concerning fraternity financial matters should be addressed to Miss Gladys L. Finn, Cobb Hall, Room 300.

Yours very truly,
Walter A. Payne

WALTER A. PAYNE

Recorder and Examiner

University of Chicago
Faculty of Divinity

The University of Chicago
Office of the Recorder and Examiner

Office of the Chancellor
Return 502 Admin.

April 12, 1932

To the Officers, Faculty, Deans, and Alumni
of the University of Chicago

At the meeting of the Board of Student
Organization, held on Wednesday, April 6, 1932,
at the University of Chicago, the following
was made, recorded, and carried unanimously
beginning with the Autumn Quarter, 1932, the
of this year's year a provision was made and in
and standing which is required from \$1000. The
to \$1000. This figure does not include interest
to the fund organization of a University. This
provision will be entered at the time of the
of the University accounts for the next Autumn Quarter.
and January 31, 1932, -- report and not later than
January 15, 1932.

This action is in accordance with the plan for
the University of Chicago, financial conditions presented
to the President, Treasurer, and Alumni Advisors at
the University dinner held October 16, 1932. At that
meeting it was stated that the maximum set at \$1000
for bills payable to the University was only an initial
step toward a higher standard for University finances.
It is believed that sufficient time has been allowed
to enable the University to meet the new requirement be-
fore the regulation goes into effect.

Communications concerning University financial
matters should be addressed to Miss Gladys L. Finn,
Cord Hall, Room 300.

Walter A. Payne
WALTER A. PAYNE

Recorder and Examiner

The University of Chicago

Student Activities

ROOM 300, COBB HALL

April 22, 1929

My dear Mr. Stevens:

You asked for a statement of the reasons of the Fraternity Committee for reducing the fraternity maximum allowance of unpaid bills from \$1000 to \$500.

So far as I know there was no immediate reason for the action, only the old reasons we offered when the original \$1000 limit was set. We said then and still maintain, I suppose, that we did it for the fraternities as well as for the University. We hoped to protect local creditors from losses on fraternity accounts, to establish the credit of fraternities in general, and to prevent the reflection of discredit on the University for lack of supervision of fraternity business.

The chief criticism of the \$1000 regulation was that not enough time was given before the measure became effective. This was a just criticism, for the fraternities were notified in May and the standard became effective September 1, 1928, allowing only about one month of regular operation in which to make the necessary adjustments. Many of the fraternities complained of having to conduct financial campaigns during the summer quarter when the houses were not operating as chapter houses.

This year the fraternities have already received notices of the reduction of the maximum bills payable to \$500, more than eight months before the standard must be reached.

This new ruling can not come as a total surprise to the fraternities. Mr. Boucher, in his talk at the fraternity dinner last October, suggested that the \$1000 measure was only an initial step toward enforcing a stricter business policy with creditors of fraternities.

Eighteen of the thirty local chapters reporting for the autumn quarter were already within the new requirement on December 31, 1928. Twenty-four out of twenty-nine chapters have made reports for the winter quarter 1929 to date. Fifteen of these now owe less than \$500. The remaining nine who owe more than \$500 in tradesmen's bills are the following:

	Bills Payable as per report of March 31, 1929	Remarks
1. Alpha Delta Phi	543.83	This figure is not serious. The chapter has always been in excellent financial condition. The cash on hand March 31 was \$361.04.
2. Alpha Sigma Phi	762.69	This chapter has a serious financial problem. For the current quarter they have only five men living in a house that accommodates seventeen.
3. Delta Sigma Phi	943.94	This chapter also owes the alumni back rent of \$1000.
4. Delta Tau Delta	559.74	The cash on hand of 134.74 would reduce this figure to the requirement. The alumni are keeping close account of the chapter finances.
5. Kappa Nu	782.62	Serious financial problem but being well handled by the alumni and chapter.

Eighteen of the thirty local chapters reporting for the autumn quarter were already within the new requirement on December 31, 1928. Twenty-four out of twenty-nine chapters have made reports for the winter quarter 1929 to date. Fifteen of these now owe less than \$500. The remaining nine who owe more than \$500 in treasurers' bills are the following:

Remarks	1929	Bills Payable as per report of March 31,
This figure is not serious. The chapter has always been in excellent financial condition. The cash on hand March 31 was \$361.04.	543.83	1. Alpha Delta Phi
This chapter has a serious financial problem. For the current quarter they have only five men living in a house that accommodates seventeen.	762.69	2. Alpha Sigma Phi
This chapter also owes the alumni back rent of \$1000.	943.94	3. Delta Sigma Phi
The cash on hand of 134.74 would reduce this figure to the requirement. The alumni are keeping close account of the chapter finances.	559.74	4. Delta Tau Delta
Serious financial problem but being well handled by the alumni and chapter.	782.62	5. Kappa Nu

	Bills Payable as per report of March 31, 1929	Remarks
6. Phi Kappa Psi	849.74	The report of March 31 will show this amount of accounts payable. The entire amount, however, was paid April 18.
7. Phi Kappa Sigma	755.12	Cash on hand March 31 was 508.12. The treasurer reported that the accounts payable would be reduced at once.
8. Phi Pi Phi	978.53	Cash March 31, 135.53. Serious financial condition.
9. Pi Lambda Phi	621.98	Cash March 31, 109.61.

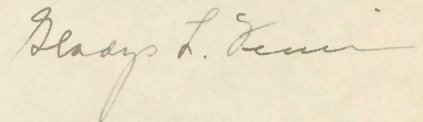
Of the remaining five who have not reported Lambda Chi Alpha and Delta Kappa Epsilon owed more than \$500 on December 31.

Summarizing: The only fraternities that I think will have any difficulty in meeting the \$500 maximum are:

1. Alpha Sigma Phi
2. Delta Kappa Epsilon
3. Delta Sigma Phi
4. Lambda Chi Alpha
5. Kappa Nu
6. Phi Pi Phi.

I will send you a complete fraternity report for the winter quarter within a few days.

Very truly yours,



Mr. David H. Stevens
Assistant to the President

Mr. David H. Stevens
Assistant to the President

George T. Stevens

Very truly yours,

I will send you a complete fraternity report for the winter quarter within a few days.

6. Phi Pi Phi.
5. Kappa Nu.
4. Lambda Chi Alpha.
3. Delta Sigma Phi.
2. Delta Kappa Epsilon.
1. Alpha Sigma Phi.

Summarizing: The only fraternities that I think will have any difficulty in meeting the \$500 maximum are:

\$500 on December 31.
Lambda Chi Alpha and Delta Kappa Epsilon owed more than
Of the remaining five who have not reported

9. Pi Lambda Phi 621.98 Cash March 31, 109.61.

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Bills Payable
as per report
of March 31,
1929

Remarks

April 20, 1929

UNDERGRADUATE FRATERNITIES

Spring Quarter 1929

<u>Name</u>	<u>Number House comfortably accommodates</u>	<u>Number living in House</u>
1. Acacia	18	18
2. Alpha Delta Phi	11	11
3. Alpha Epsilon Pi	10	7
4. Alpha Sigma Phi	17	5
5. Alpha Tau Omega	18	12
6. Beta Theta Pi	18	14
7. Chi Psi	18	12
8. Delta Kappa Epsilon	15	8
9. Delta Sigma Phi	20	13
10. Delta Tau Delta	17	11
11. Delta Upsilon	20	17
12. Kappa Nu	16	13
13. Kappa Sigma	18	16
14. Lambda Chi Alpha	14	11
15. Phi Beta Delta	12	7
16. Phi Delta Theta	30	20
17. Phi Gamma Delta	20	12
18. Phi Kappa Psi	28	29
19. Phi Kappa Sigma	24	18
20. Phi Pi Phi	14	14
21. Phi Sigma Delta	21	20
22. Pi Lambda Phi	11	8
23. Psi Upsilon	24	18
24. Sigma Alpha Epsilon	18	12
25. Sigma Chi	17	13
26. Sigma Nu	16	12
27. Tau Delta Phi	12	9
28. Tau Kappa Epsilon	16	14
29. Zeta Beta Tau	15	10
Totals	508	384
Percentage	100%	75.6%

Note: The column headings are phrased in accordance with the questions asked the fraternities in obtaining these figures.

UNDERGRADUATE FRATERNITIES

Spring Quarter 1929

Name	Number House completely accommodates	Number House living in House
1. Acadia	18	18
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6. Beta Theta Pi	18	14
7. Chi Psi	18	12
8. Delta Kappa Epsilon	15	8
9. Delta Sigma Phi	20	13
10. Delta Tau Delta	17	11
11. Delta Upsilon	20	17
12. Kappa Nu	18	13
13. Kappa Sigma	18	16
14. Lambda Chi Alpha	14	11
15. Phi Beta Delta	12	7
16. Phi Delta Theta	30	20
17. Phi Gamma Delta	20	12
18. Phi Kappa Psi	22	22
19. Phi Kappa Sigma	24	18
20. Phi Pi Phi	14	14
21. Phi Sigma Delta	21	20
22. Pi Lambda Phi	11	8
23. Psi Upsilon	24	18
24. Sigma Alpha Epsilon	18	12
25. Sigma Chi	17	13
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Totals	508	384
Percentage	100%	75.6%

Note: The column headings are phrased in accordance with the questions asked the fraternities in obtaining these figures.

April 20, 1929

UNDERGRADUATE FRATERNITIES
Statement of Profit and Loss
Winter Quarter 1929

<u>Name</u>	<u>Profit</u>	<u>Loss</u>	<u>Remarks</u>
1. Acacia	156.01		
2. Alpha Delta Phi	646.27		
3. Alpha Epsilon Pi	364.56		
4. Alpha Sigma Phi	162.37		
5. Alpha Tau Omega			Report not received.
6. Beta Theta Pi		292.13	
7. Chi Psi	31.56		
8. Delta Kappa Epsilon			Report not received.
9. Delta Sigma Phi	96.04		
10. Delta Tau Delta	31.63		
11. Delta Upsilon	780.18		
12. Kappa Nu	1308.82		
13. Kappa Sigma		96.75	
14. Lambda Chi Alpha			Report not received.
15. Phi Beta Delta			Report not received.
16. Phi Delta Theta	430.81		
17. Phi Gamma Delta	43.03		
18. Phi Kappa Psi	135.21		
19. Phi Kappa Sigma	420.90		
20. Phi Pi Phi	80.09		
21. Phi Sigma Delta	819.73		
22. Pi Lambda Phi	640.08		
23. Psi Upsilon		59.11	
24. Sigma Alpha Epsilon	19.96		
25. Sigma Chi	190.47		
26. Sigma Nu	266.22		
27. Tau Delta Phi		158.54	
28. Tau Kappa Epsilon			Report not received.
29. Zeta Beta Tau	555.39		
Totals-24 Fraternities	7179.33	606.53	
Net Profit	6572.80		
Average Profit -			
24 Fraternities	273.87		

Note: The above figures were compiled from the fraternity statements for the winter quarter submitted to the Auditor of Student Organizations.

The income for winter quarter upon which this statement of profit and loss is based includes initiation fees. Hence the profit is considerably higher than the profit of autumn and spring quarters.

C
O
P
Y

February 27, 1929

-2-

The University of Chicago

CHICAGO, ILLINOIS

Office of the Chancellor
Return 502 Admin.

Office of the President

Our athletic situation is certainly not a happy one at the present time. It is only temporary. We are doing all that we can legitimately to increase the number of applicants for admission to the University and I am confident that with an increased number of applicants we shall get a larger number of the type of young men that you would like to see in college. We are getting out an illustrated pamphlet in which we attempt to set forth the advantages of the University of Chicago and we have appointed Ken House to answer inquiries and to interview prospective students, to interview them whenever feasible, and

My dear Mr. Brickman:

A copy of your letter of November 27, addressed to Mr. L. R. Steere, is before me and I regret that it was not sooner brought to my attention. If you would like to see me, I would like to see you. In your letter you say that there is a feeling that the University is not living up to its obligation to the undergraduates and to the alumni, and you refer particularly to the athletic situation. Since I know you to be a loyal alumnus of the University, I should like an opportunity to convince you that we have not broken faith with the alumni and that we are trying to do our full duty to the Undergraduate College.

Your letter is not very specific, but I think perhaps you refer to rumors that we are not interested in undergraduate education and also to the common impression that our entrance requirements are unreasonably high. In regard to our attitude toward the Undergraduate College I can not put it too strongly that we are vitally concerned with the welfare of the College and are doing all that we can to make it more effective and attractive than it has ever been before. The most recent evidence of this is our splendid dormitory project which contemplates attractive living quarters for some seven to eight hundred undergraduate students. In regard to entrance requirements, they are higher than those of many other institutions, but not higher than those of the best colleges East and West. They are the result of our experience and are based upon the reasonable assumption that there is little use in admitting students who are almost certain to fail after admission. In many colleges which admit any high school graduate, there is a loss of twenty-five or thirty per cent during the first year. We have reduced our own loss from fourteen to four per cent. The rumor that we are likely to make our entrance requirements still higher is entirely without foundation. If our present requirements prove to be too high, we shall certainly reduce them. Like every other good college, we want our share of ambitious, well-balanced young men and women who are interested in both work and play and who have the capacity and persistence to succeed reasonably well both in college and in after life.

Return 502 Admin.
Mr. Brickman

-2-

February 27, 1929

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

Our athletic situation is certainly not a happy one at the present time, but I hope that the slump is only temporary. We are doing all that we can legitimately to increase the number of applicants for admission to the University and I am confident that with an increased number of applicants we shall get a larger number of the type of young men that you would like to see in college. We are getting out an illustrated pamphlet in which we attempt to set forth the advantages of the University of Chicago and we have appointed Ken Rouse to answer the inquiries of prospective students, to interview them whenever feasible, and to make speeches in high schools.

A copy of your letter is before me and I regret that it was not

If you would like to have further information, or if you still feel that we are not living up to our obligations, I wish you would be good enough to write me and let me see the University is not living up to its obligation to the undergraduates and to the alumni, and you refer particularly to the at, I should like an opportunity to convince you of the University, I should like an opportunity to convince you that we are trying to do our full duty to the Undergraduate College.

FW:K

Acting President

Your letter is not very specific, but I think perhaps you refer to rumors that we are not interested in undergraduate education and also to the common impression that our entrance requirements are unreasonably high. In regard to our attitude toward the Undergraduate College I can not put it too strongly that we are vitally concerned with the welfare of the College and are doing all that we can to make it as attractive as it has ever been before. The evidence of this is our splendid dormitory project which contemplates attractive living quarters for some seven to eight hundred undergraduate students. In regard to entrance requirements, they are higher than those of many other institutions, but not higher than those of the best colleges East and West. They are the result of our experience and are based upon the reasonable assumption that there is little use in admitting students who are almost certain to fail after admission. In many colleges which admit any high school graduates, there is a loss of twenty-five or thirty per cent during the first year. We have reduced our own loss from fourteen to four per cent. The rumor that we are likely to make our entrance requirements still higher is entirely without foundation. If our present requirements prove to be too high, we shall certainly reduce them. Like every other good college, we want our share of ambitious, well-balanced young men and women who are interested in both work and play and who have the capacity and persistence to succeed reasonably well both in college and in after life.

These figures show that while the Graduate Schools have experienced a substantial ~~part~~ increase in number of students, the undergraduate colleges have, in the matter of numbers, stood still. I doubt if the expenditures for new buildings and salaries have contributed to this result. The principal buildings erected during the period were the University Chapel, Swift Hall and the Bond Chapel (took for the Divinity School) the new Medical School group, Webster Hall of Modern Languages, and the new North Stand on Stagg Field. All of these buildings, ~~except~~ ~~except~~ except the grand stand, were erected with funds contributed for the specific purpose. The Grandstand was financed from athletic receipts.

In the matter of ^{increasing} salaries there has been no discrimination in favor of the Graduate Schools. The Graduate Schools

and Undergraduate Colleges do not have separate ^{salary} budgets. A great many ~~teachers~~ members of the faculty teach both graduate and undergraduate students. And in fixing ~~the~~ ^{individual} salaries from year to year, an effort is made to recognize and reward first rate teaching as well as significant activity in research.

~~What, then, are the reasons for the falling of the Undergraduate Colleges to show an increase in numbers?~~

Why, then, has there been no increase in Undergraduate Enrollment?

The chief reasons, I suspect, are the following:

1. Higher tuition fees than the neighboring State Universities. Our tuition fees, while still moderate as compared with those of the endowed universities of the East, are necessarily much higher than those of ~~the~~ state supported institutions.

5.

This ^{probably} affects undergraduate students more than graduate, for ^{mature} Graduate students are more discriminating in selecting their ^{university} ~~place~~ where they can get the best instruction, and the ^{graduate schools of the} University of Chicago ~~has~~ have ^{long} ~~a~~ enjoyed a world wide reputation.

2. The rise of ^{free} Junior Colleges as a part of the public school systems. Right here in Chicago, the Crane Junior College has grown enormously, and it is a warrantable presumption that many boys and girls have entered there instead of coming to the University.

3. Higher entrance requirements than most midwestern ~~colleges~~ colleges and universities.

~~Since~~ I have already discussed our entrance requirements in my last alumni letter, ~~I shall not~~ and deem it unnecessary to repeat what I there said.

This is a report on the progress of the work done during the year 1900, for the purpose of showing the results of the work done in relation to the various subjects mentioned in the report.

The first part of the report is devoted to a general statement of the work done during the year, and the second part is devoted to a detailed statement of the work done in relation to the various subjects mentioned in the report.

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6.

4. The widespread impression, utterly without foundation, that we are going to discontinue ^{the} undergraduate colleges, or that we are not interested in undergraduates.

As indicated by my last alumni letter we are ~~and~~ endeavoring to ~~set~~ set these rumors at rest, and we hope to have the cooperation of our alumni to that end.

✓

The University of Chicago

Office of the Recorder and Examiner

May 17, 1929

COMPARATIVE REGISTRATIONS,
GRADUATE AND UNDERGRADUATE, IN ARTS, LITERATURE & SCIENCE
AND COMMERCE AND ADMINISTRATION
FOR 1922-23 AND 1927-28

For the Year	1922-23	1927-28	% increase
Graduate	3,600	4,393*	22
Undergraduate	4,382	4,387	0
Autumn Quarter Only			
Graduate	1,013	1,282*	17
Undergraduate	3,100	3,100	0

*After deducting graduate students in Medicine, (326 for the year and 216 for the Autumn), not counted in Graduate Schools of Arts, Literature and Science 1922-23.

The University of Chicago

Office of the Registrar and Examiners

May 17, 1929

COMPARATIVE REGISTRATIONS

GRADUATE AND UNDERGRADUATE, IN ARTS, LITERATURE & SCIENCE

AND COMMERCE AND ADMINISTRATION

FOR 1922-23 AND 1927-28

For the Year	1922-23	1927-28	% Increase
Graduate	2,600	4,593*	77
Undergraduate	4,382	4,397	0
Autumn Semester Only			
Graduate	1,018	1,682*	65
Undergraduate	2,100	2,100	0

*After deducting graduate students in Medicine, 325 for the year and 215 for the Autumn; not counted in Graduate School Arts, Literature and Science 1922-23.

Return to Mr. Beck.

THE ALUMNI COUNCIL COMMITTEE THE UNIVERSITY OF CHICAGO

*You are one of three hundred
Please reply promptly*

At the fall meeting of The Alumni Council a general discussion developed as to the policy of The University of Chicago in regard to its undergraduate body. From lack of information or from misinformation, it was discovered that various and divergent opinions were held concerning the undergraduate group, and the Council concluded it could be helpful to the University, the alumni body and the interested public if it first determined the facts and made suggestions based thereon to the proper University authorities. The Council, therefore, authorized a Committee under the chairmanship of John A. Logan to secure full information on the subject and report its findings. Each member of this Committee was subsequently directed to investigate a particular phase of the situation. The information thus secured by this Committee, working in friendly co-operation with the staff of the University, is voluminous and interesting. We will not here attempt to summarize it.

Material on entrance and scholarship, fraternities, athletics and undergraduate life has been accumulated, from which the Committee has propounded a series of questions. A partial list of these questions is appended for your reference. The administration has cordially offered to meet with this Committee and give us full and complete answers to them. We believe that when these questions have been answered by the University authorities, the Council, the Alumni and friends of the University will be supported by facts to do more effective work for the University.

Before such a meeting it was thought advisable to address this letter to a selected group of Alumni, asking their thought and suggestions on the list of questions. We request that you not only supplement the list, if possible, but particularly that you write us promptly with reference to your personal reaction on the undergraduate situation at the University. If the present status is to your satisfaction, we wish you to say so. Tell us what you believe to be the trend of undergraduate affairs and undergraduate life at the University and what change, if any, you would like to see in the trend. Do you believe the present method of selection of applicants for admission a good one? Are you concerned about the athletic situation? The fraternity problem? The social life of the undergraduate? The future of the undergraduate colleges? Do you consider the University a satisfactory place to send your sons and daughters? From the approach of scholarship, equipment, instruction, athletics, clubs and fraternities, social life, etc., we will value your letter and your suggestions.

The University has assured us they are equally anxious to have the reactions of Alumni on this whole subject. Please co-operate with the Committee by returning your letter to us promptly under cover of the enclosed stamped envelope. It is needless to state that the attitude of this Committee is one of helpfulness and constructive suggestion, and that its work is prompted and carried on in a spirit of loyalty and devotion to our Alma Mater.

PHYLLIS FAY HORTON
ARTHUR C. CODY
DUNLAP C. CLARK
FRANK S. WHITING
PAUL S. RUSSELL
JOHN A. LOGAN, Chairman.

This is not a questionnaire. The list of questions is for your general guidance in preparing your letter to the Committee. Supplement this list if possible.

1. What is the policy of the University trustees and administrative officers toward a broader development of the four-year Undergraduate colleges?
2. Why are undergraduates required to pay more for an education than graduates, and then not given instruction by the best men on the faculty?
3. Is it the opinion of University officials that the present plan of publicity and promotion is successfully placing before Alumni and public the problems, activities and opportunities at the University in a way that should enlist their interest and support?

	Expenditure for New Buildings	Number on Faculty	Faculty Including Rush	Salaries of Faculty	Number of Graduate Students	Number of Undergrad. Students	Tuition Graduate School	Tuition Undergrad. School
1922-23...	\$10,305,543.90	360	524	\$ 949,200	6,508	4,390	\$60.00	\$ 75.00
1927-28...		475	685	1,643,800	7,958	4,534	70.00	100.00
Increase...		115	161	694,600	1,450	144	10.00	25.00
% Increase		31	30	73	22	3	16 $\frac{2}{3}$	33 $\frac{1}{3}$

4. In view of the foregoing figures does it seem that these expenditures have fostered the growth of the Graduate schools to the detriment of the Undergraduate colleges?
5. Does the University consider Fraternities a useful agency for the promotion of activities which develop the undergraduate student into a more worthwhile citizen for later social life in his community?
6. Of entering Freshmen, 87% are pledged to Fraternities and still 9 Fraternities are not self-supporting, and 19 are concerned about the future of their chapters. Is there any basis for concern over the problem?
7. Would the proposed housing project help the Undergraduate situation, or tend to make still more acute the precarious Fraternity condition?
Of the men students 80% now live at home or in Fraternity houses; 26 Fraternities report accommodations for 501 men and occupancy in the fall quarter 1928 of 389 men, or 77% of capacity.
8. If the housing project becomes a reality and some Fraternities are forced to withdraw their local chapters, has the University given any consideration to the disposal of the property owned by the Fraternities?
Property owned by the 26 Fraternities reporting aggregated \$1,289,800 in value against which mortgages totalling \$611,550 are outstanding.
9. How would it reflect upon the University to have a number of Fraternities withdraw either because of financial failure or because of lack of material which measures up to the national standards of the Fraternities?
It is well to bear in mind that the Alumni of the local chapters withdrawing, as well as Alumni from other chapters in the Fraternities involved, would regard such action with grave concern. Alumni members of the 26 Fraternities reporting total 5,235 graduates and ex-students of the University.

10. President Mason, in his letter of June 12, 1928, said, "Nothing must ever be allowed to interfere with the maintenance of the highest standards of excellence of every branch of work in which the University engages. It is under no obligations to extend its efforts, but its reason for existence ceases if it fails to be a leader."

Is the administration of the opinion that athletics at the University measure up to the "highest standards of excellence?"

11. The undergraduate men students in the year 1927-28 in the Big Ten Universities ranged from 2,798 low to 10,059 high. In the same period undergraduate men at The University of Chicago totalled 1,794.

Has the University any contemplated plan to increase the number of undergraduate men or to improve the type of applicant which will enable the University of Chicago to compete in athletics on a reasonably comparable basis with other Big Ten institutions?

12. Does the administration accept any part of the responsibility for attracting representative "all around" young men and women of the community as applicants for admission to the University?
13. If through the present selective system we are successfully securing a "better than average" scholar, does the administration think that we may be sacrificing other desirable qualities of importance? Evidence is offered in the form of lack of material for good athletic teams.
14. Is the administration willing to consider whether too much emphasis has been put on scholastic excellence in selecting our applicants for admission and are they willing to consider a broader policy of selective admission?

The following questions were forwarded to this Committee by a group of representative seniors now in attendance at the University;

15. Why are incoming Freshmen admitted almost wholly on a basis of scholastic record and other capabilities practically disregarded?
16. What is there to the rumor regarding the proposed abolition of the first two years of undergraduate life? If there is no reason for this rumor, as we are told, why does not the administration make an effort to destroy it by means of a definite statement to the contrary which could be given widespread publicity through the highly organized publicity office?
17. Do the Alumni have the authority within limitations to distribute Alumni scholarships?
18. Why is the tuition of undergraduate students more than that of graduate students in certain of the schools?
19. Why does every undergraduate activity have to be so closely supervised?
20. Why are freshman courses generally instructed by teachers of inferior rank? Undergraduates rarely have the benefit of contact with inspiring instructors. This is not because the University does not have the men, but merely because these men do not teach courses open to undergraduates.
21. Why must eligibility rules be more strict at The University of Chicago than at most colleges?
22. *Why cannot student activities that perform definite service to the University be supported by definite budgetary grants to cover their minor expenses?

*"This question is prompted as a result of attempts by the Undergraduate Council to have the administration give it enough money to carry on its business. Thus far the Council has always had to rely on the Washington Prom to make enough money to cover the expenses incurred as a result of elections, publicity, mixers during freshman week, etc. As a result, the Prom tickets cost more than they ought to and unsuccessful Prom puts the Council in a bad hole. We are still paying debts left over from the Proms of previous years. Our request was of no avail. Certain individuals in the administration are strong for undergraduate life but in general the tone seems to be against it."—Quoted from an undergraduate communication.

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Office of the Chancellor
Return 502 Admin.

November 23, 1928

Mr. Frank McNair,
Harris Trust & Savings Bank,
Chicago, Illinois

Dear Mr. McNair:

In accordance with your request during our conversation yesterday, I am glad to submit to you the general plan which is being followed by the committee appointed by the Alumni Council to investigate the Undergraduate development at the University of Chicago.

The committee is approaching the problem with two objects in view:

1. A discussion at the last Council meeting led to a decision by the Council that a sentiment prevails among the general Alumni body which calls for an investigation of the development of the Undergraduate departments of the University during the past several years. Upon the facts gathered in this investigation we plan to prepare a list of questions which will be submitted to the University authorities for answer. Mr. Roland Haynes and Mr. David Stevens stated that the University representatives would welcome an opportunity to do this. The result of the investigation it is contemplated will then be presented to the Alumni body so that they may be fully informed with the facts and will be better prepared to understand the problems of their University.
2. The material collected during the investigation will be placed at the disposal of the University authorities, to be used as they choose. It can only be the hope of this committee that the University may consider the consensus of the Alumni opinion in its future policy toward the Undergraduate colleges.

It is our opinion that it would be unwise, if not impossible, even to attempt to present at this time a list of questions which we propose to submit to the University authorities. So many reports have been circulated among the Alumni which have not been founded on fact that we prefer to have our information collected in full before we attempt to frame the questions. I am glad however to give you in a general way the type of information which we are collecting:

1. Scholarship: An attempt will be made to determine the entrance requirements at the University of Chicago, as well as of other leading universities in the middle west. This will include not only the grades required, but also entrance examinations, psychology tests, character and social requirements, if any, etc; complete methods of checking up and examining Freshmen; number of Freshmen enrolled for the past five years; number of undergraduates enrolling with advanced standing; number of graduate students; comparison of the scholastic records of students with the results which they have attained on the psychology test used for entrance during the past several years, etc.

November 22, 1950

Mr. Frank B. Rowland,
Chicago, Illinois

Dear Mr. Rowland:

I am glad to submit to you the General Plan which is being followed by the University of Chicago in its efforts to improve its educational program.

The committee is reviewing the plan with the object in view:

1. A description of the last Council meeting led to a decision by the Council that a committee be appointed to study the General Plan which calls for the improvement of the University of Chicago. The committee is now in the process of preparing a list of questions which will be submitted to the University authorities for answer. Mr. Rowland is one of the persons who will be asked to answer these questions. The committee is also interested in the University's policy toward the future of the University.

2. The committee is also interested in the University's policy toward the future of the University. The committee is also interested in the University's policy toward the future of the University.

3. It is our intention that it should be possible to answer the questions which are being asked by the University authorities. It is our intention that it should be possible to answer the questions which are being asked by the University authorities.

4. The committee is also interested in the University's policy toward the future of the University. The committee is also interested in the University's policy toward the future of the University.

2. Athletics: A complete study will be made of the number of candidates for athletic teams at the University during the past several years, compared with other universities in the Conference; an attempt to determine what universities Chicago high school men attend, and why. Plans used by authorities and alumni bodies of other universities to induce students to enroll, etc;

3. Fraternities: A checkup will be made to ascertain the number of fraternities, national and local, at the University of Chicago, both Gentile and Jewish. The number of freshmen pledged each year for the past five years by the various fraternities, and the character of the material from which the men have been drawn. Cost of fraternity houses, ownership, and the incumbrance against them; number of men living in the houses; the financial condition of the house association and of the active chapter, for several years, etc; We have been informed that certain national fraternities are considering the withdrawal of their chapters at the university because the material available does not meet their standards. It is our opinion that this action would create widespread comment among the Alumni of these fraternities to the ultimate detriment of the University.

4. Undergraduate Opinion: This information obviously is to be collected from a representative body with a thorough understanding that the opinion be gathered and held in confidence, and not to be discussed outside of the immediate group.

5. Alumni Opinion: After our material is collected the committee plans to formulate a questionnaire, based on the information, which will be sent to a selected group of Alumni for their reactions and suggestions on the general list of questions to be submitted to the University. The group of Alumni to whom the questionnaire will be sent will be handpicked and broad enough to give the committee a cross-section of Alumni opinion, embracing insofar as possible the reactions of active and interested alumni in all parts of the country.

While we realize that the athletic situation may be the keystone to the widespread discussion of the undergraduate condition in the University, the committee is endeavoring to look beyond that one phase and to gather material on which we can base justifiable questions, relative to the undergraduate policy.

While I cannot say what definite questions the Committee will prepare, it is my personal opinion that we should endeavor to get answers to questions of the following type:

1. What are the reasons that prompt the Alumni of the University of Chicago to send their sons to other universities?
2. How can we raise the standard of the applicants for admission to the university?
3. Is the emphasis placed on the scholastic side of the university life so great that it renders impossible participation in athletic and non-athletic activities which tend to develop the undergraduate's appreciation of the value of "Living", and equip him generally for an active and useful life as a leader in his community?

3. **Question:** A study will be made of the number of graduates for each year of the University during the past several years, compared with other institutions in the University; an attempt to determine what universities Chicago high school men attend, and why. Plans used by universities and alumni bodies of other universities to induce students to enroll, etc.

4. **Question:** A study will be made to ascertain the number of fraternities, national and local, at the University of Chicago, both domestic and foreign. The number of fraternities pledged each year for the past five years by the various fraternities, and the character of the material from which the men have been drawn. Cost of fraternity houses, membership, and the fraternities against their number of men living in the houses; the financial condition of the houses; association and of the entire chapter, for several years, etc. We have been informed that certain national fraternities are considering the withdrawal of their chapters at the University because the material available does not meet their standards. It is our opinion that this action would mean a serious loss to the University. It is our opinion that the material available at the University.

5. **Question:** This information should be collected from a representative body with a thorough understanding of the opinion of the general and held in confidence, and not to be discussed outside of the immediate group.

6. **Question:** After our material is collected the committee plans to form into a questionnaire, based on the information, which will be sent to a selected group of alumni for their reactions and suggestions on the general list of questions to be submitted to the University. The group of alumni to whom the questionnaire will be sent will be hand-picked and broad enough to give the committee a cross-section of alumni opinion, embracing leaders as possible the reaction of active and interested alumni in all parts of the country.

While we realize that the athletic situation may be the key to the widespread discussion of the undergraduate condition in the University, the committee is endeavoring to look beyond that one phase and to gather material on which we can base feasible questions, relative to the undergraduate policy.

While I cannot say what definite questions the Committee will propose, it is my personal opinion that we should endeavor to get answers to questions of the following type:

1. What are the reasons that prompt the Alumni of the University of Chicago to send their sons to other universities?
2. How can we raise the standard of the applicants for admission to the University?
3. Is the emphasis placed on the academic side of the university life as great as it should be? Is there any participation in athletic and non-academic activities which tend to develop the undergraduate's appreciation of the value of "living," and equip him generally for an active and useful life as a leader in his community?

4. What is the attitude of the University authorities toward the Junior College and is the undergraduate school used as a stepping stone toward the graduate department?

5. Do the undergraduate students have a contact with senior instructors who are capable of inspiring and developing the best side of the undergraduate's mind? If not, why not?

May I assure you again that the committee is approaching this problem entirely in a spirit of helpfulness toward the University. The members of the committee are as follows:

John A. Logan, Chairman
Dunlap C. Clark
Arthur C. Cody
Phyllis Fay Horton
Paul S. Russell
Frank S. Whiting

Sincerely yours,

(Signed) John A. Logan

4. What is the attitude of the University authorities toward the Junior College and the undergraduate school as a stepping stone toward the graduate school?

5. Do the undergraduate students have a contact with senior instructors who are capable of inspiring and developing the best side of the undergraduate's mind? If not, why not?

May I assure you again that the committee is appreciating this precious activity in a spirit of helpfulness toward the University. The members of the committee are as follows:

- John A. Logan, Chairman
- Donald C. Clark
- Arthur C. Day
- Reginald Fay Norton
- Paul M. Russell
- Frank S. Whiting

Sincerely yours,

(Signed) John A. Logan