

June 30, 1926.

Memorandum to Mr. Woodward

From Mr. Allin-Smith

Subject: Extent and Cost of Teaching  
by Assistants in the several  
Departments.

Incidental to our analyses of departmental records and of unit teaching costs for the Portfolios, a considerable variation is seen in the cost and extent of teaching by Assistants, the rank under that of Instructor, between the Arts, Literature and Science departments. The following facts grow out of a special study of courses for which Assistants and some Fellows were specifically responsible during the Autumn, Winter and Spring quarters just concluded. In some of the medical departments, and probably in other departments also, assistants were employed merely to "assist" a higher rank instructor in a course, but in such cases the present records do not show the facts (although they should) and assistance of this sort is not considered here.

Percentage of Registration Taught by Assistants: In the three quarters combined, the extent of assistant teaching ranged from the highest, 27.33% in Physics to 1.65% in Latin. This is the percentage of the total student registration in the department which was taught in classes for which assistants were responsible. The range of attendance shows the majority of students in these classes to be juniors; but there is also a substantial total of senior registration, together with a scattered graduate attendance. A number of important departments are above 20% in this respect, Physics, Astronomy, English, Sociology, Political Economy, and Mathematics (as the following table shows); and as some of them are distinctly graduate departments, I raise the question whether this is a proper proportion to be taught by low-rank instructors.

Physics	27.33%	Germanics	13.47%
Astronomy	26.93	Geology	10.18
English	24.43	Philosophy	9.32
Sociology	22.90	History	8.17
Political Economy	22.52	Political Science	7.85
Mathematics	21.22	Romance	6.99
Botany (in part)	15.49	Psychology	2.56
Geography	15.03	C. and A. (largely in Pol. Econ.)	2.52
		Latin	1.65

Costs per Course: The following tabulation shows the wide range between departments in the amounts paid to assistants for teaching. The difference between \$100. in Philosophy and \$533.33 in Political Economy or \$566.66 in C. and A. is so considerable as to raise the question whether there can be any equivalent difference either in the quality or the value of assistant instruction in one department as compared with another, and whether

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Memorandum to Mr. Woodward

From Mr. Allen Smith

Subject: Extent and Cost of Teaching  
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Departments.

Incidental to our analyses of departmental records and of unit teaching costs for the Portfolios, a considerable variation is seen in the cost and extent of teaching by assistants, the rank under that of instructor, between the Arts, Literature and Science departments. The following facts grow out of a special study of courses for which assistants and some fellows were specifically responsible during the Autumn, Winter and Spring quarters just concluded. In some of the medical departments, and probably in other departments also, assistants were employed merely to "assist" a higher rank instructor in a course, but in such cases the present records do not show the facts (although they should) and assistance of this sort is not considered here.

Percentage of Registration Taught by Assistants: In the three quarters combined, the extent of assistant teaching ranged from the highest, 27.3% in Physics to 1.6% in Latin. This is the percentage of the total student registration in the department which was taught in classes for which assistants were responsible. The range of attendance shows the majority of students in these classes to be juniors, but there is also a substantial total of senior registration, together with a scattered graduate attendance. A number of important departments are above 50% in this respect, Physics, Astronomy, English, Sociology, Political Economy, and Mathematics (see the following table below); and as some of them are distinctly graduate departments, I raise the question whether this is a proper proportion to be taught by low-rank instructors.

Physics	27.3%	Germanics	13.4%
Astronomy	26.0%	Geology	10.1%
English	24.4%	Literature	9.2%
Sociology	22.9%	History	8.1%
Political Economy	22.7%	Political Science	7.0%
Mathematics	21.4%	Romance	6.9%
Botany (in part)	18.4%	Psychology	6.8%
Geography	18.0%	E. and A. (largely in Pol. Econ.)	3.8%
		Latin	1.6%

Costs per Credit: The following table shows the wide range between departments in the amounts paid to assistants for teaching. The difference between \$100. in Philosophy and \$252.33 in Political Economy or \$50.66 in O. and A. is so considerable as to raise the question whether there can be any equivalent difference either in the quality or the value of assistant instruction in one department as compared with another, and whether

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there should be more uniformity in the university's payments for such instruction.

Department	Number of Assistant Courses	Cost per Course
Philosophy	3	\$100.
Psychology	1	200.
Political Economy	26	\$533.33- \$250.00
Political Science	3	200.
History	9	250.
Sociology	12	200.00- 126.66
Romance	5	200.
Germanics	3	200.
Latin	1	175.
English	42	326.66- 170.00
Mathematics	10	250.00- 126.66
Astronomy	3	200.
Physics	15	250.
Geology	3	116.66
Geography	5	240.00- 200.00
Botany (pts. of courses)	7	210.00- 150.00
C. & A. (see Pol. Econ.)	2	566.66- 300.00

Our analyses of unit costs of instruction per student-major for several recent quarters make it perfectly clear that the relatively low cost of instruction by instructors and under ranks, together with large registrations, are two factors in giving low unit costs to undergraduate instruction in Arts, Literature and Science departments (in 1924-25, senior \$17.52, junior \$12.80 per student-major throughout the University). These figures should be contrasted with the amount the undergraduate pays for a major (\$25. and now \$30.) on the one hand, and on the other with the much higher cost of instructing the graduate students (\$43.60 in 1924-25) who pay only \$20. per major when they do not have their tuition remitted.

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Department	Number of Assistant Courses	Cost per Course
Philosophy	3	\$100.
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Political Economy	26	\$250.00 - \$275.00
Political Science	3	200.
History	3	250.
Sociology	12	200.00 - 125.00
Romance	1	200.
Germanics	3	200.
Latin	1	175.
English	42	325.00 - 170.00
Mathematics	10	250.00 - 125.00
Astronomy	3	200.
Physics	15	250.
Geology	3	115.00
Geography	1	240.00 - 200.00
Botany (Sta. of course)	7	210.00 - 150.00
C. & A. (see Pol. Econ.)	2	265.00 - 300.00

Our analysis of unit costs of instruction per student-major for several recent quarters make it perfectly clear that the relatively low cost of instruction by instructors only under ranks, together with large registrations, are two factors in giving low unit costs to undergraduate instruction in Arts, Literature and Science departments (in 1934-35, average \$17.22 per student-major throughout the University). These figures should be contrasted with the amount the undergraduate pays for a major (\$25. and now \$30.) on the one hand, and on the other with the much higher cost of instructing the graduate students (\$23.50 in 1934-35) who pay only \$20. per major when they do not have their tuition remitted.

June 30, 1926.

Memorandum to Mr. Woodward

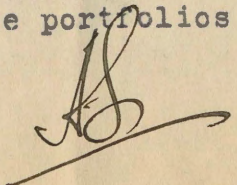
From Mr. Allin-Smith

Subject: The Survey.

With the chance that we shall not have a conference with Mr. Mason before my vacation begins tomorrow, I am putting in writing several points for consideration. Of course I shall be ready to come back to Chicago at any time before August first to consider the question of continuing a survey with you, for it has a direct bearing on how I am to spend my energies in the next year or two. If a survey is to continue, I feel that it ought to move with speed and with some purpose. This it has not done in the two years I have held myself ready to work upon it. My memorandum to Mr. Arnett dated April 20th covered all the propositions about the continuation of the survey that I now wish to have before the President in the following brief points:

1. It ought to have first an official introduction to the faculty, so that the investigations which it undertakes shall proceed openly, directly, and (it may be hoped) with the fullest recognition and cooperation of all in the University community.
2. The survey staff should be attached to some administrative office, preferably perhaps the President's.
3. A specific plan should be prepared, with the consent and suggestion of those persons among the Deans, the Faculty, and particularly the School of Education who are qualified to speak on the scope of a survey. A survey committee of two or three progressive and alert men might be appointed to exercise a general supervisory and interpretative purpose.
4. When an agreed plan is determined, it would be well to pursue the studies on a large scale with a considerable staff, and get them done quickly, rather than to continue the piecemeal methods of our interrupted investigations so far.
5. Some publicity should be given to findings from time to time.
6. More specific problems should be put before the survey staff, such as, for instance, the space utilization question lately reported upon.
7. Some permanent quarters for the staff will become imperative.

Along with this memorandum I submit portfolios of records of the Philosophy, Psychology and Political Economy departments, together with that on Mathematics which you had with a memorandum on May 19th. Aside from some smaller studies on space, teaching by assistants, and student-clock-hours of teaching weekly, these portfolios are the extent of our accomplishment up to July first.



June 30, 1935

Memorandum to Mr. Woodworth

Subject: The Survey

From Mr. Allen-Gale

With the chance that we shall not have a conference with Mr. Woodworth before my vacation begins tomorrow, I am putting in writing several points for consideration. Of course I shall be ready to come back to Chicago at any time before August 1st to consider the question of continuing a survey with you, for it has a direct bearing on how I am to spend my energies in the next year or two. If a survey is to continue, I feel that it ought to move with speed and with some purpose. This it has not done in the two years I have held myself ready to work upon it. My memorandum to Mr. Woodworth dated April 20th covered all the propositions about the continuation of the survey that I now wish to have before the President in the following brief points:

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May 26, 1926.

AS copy

Memorandum to President Mason and Vice-President Woodward

From Mr. Allin-Smith

Subject: Utilization of Classroom Space.

The question of use of University rooms was recently raised, and as no record of earlier studies could be discovered, I undertook to make an analysis of classroom utilization during the present (Spring) quarter, for a total of 47 rooms in Cobb, Harper, Classics, Commerce, Law, and Lexington, used for the most part by Arts and Literature departments and assigned through the Recorder's office. Of these 47 rooms, 26 are in Cobb, 7 in Classics, 6 each in Harper and Commerce, and one each in Law and Lexington. In the summary of the study which follows, the buildings are considered as units, although records in detail are available for each room in each building.

I have sought to answer these questions:

- (1) In how many available hours are the rooms used?  
(room-hours)
- (2) What proportion of the seating capacity is occupied?  
(student-hours)
- (3) What proportions of morning and of afternoon hours are utilized, and what proportion of capacity in each case?

Calculations have been put on a weekly basis throughout, for uniformity. I have assumed that eight hours daily, from 8 a.m. to 4:30 p.m., are regularly available for the use of each room, on five days, Monday to Friday, excluding a consideration of Saturday hours, thus giving 40 hours of possible use weekly.

May 26, 1926.

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Such few special classes as meet at 4:30 p.m. or later are counted, however, as afternoon classes within the eight hours. Distinction has been made in the calculations for Junior college classes meeting five hours weekly, Senior college and Graduate classes meeting four hours weekly, and some few classes which meet for conference only two hours weekly.

The summary table attached gives the complete figures by buildings and in total, about which I make brief statements here. On a weekly basis, then, for the present quarter, the figures show for the buildings and 47 rooms studied:

(1) That the weekly use of total available hours (40 hours each for 47 rooms, or 1880 room hours) is 1078, or 57.34%. In Cobb Hall, however, the hourly utilization was 58.94%, Harper 59.58%, Classics 50.00%, Commerce 60.00%, one room each in Law and Lexington 57.50% and 37.50% respectively.

(2) That the proportion of seating capacity occupied in the rooms, on a weekly basis is 27.51% (of a seating capacity in 47 rooms totaling 2368 students, multiplied by 40 available hours weekly, equaling a total capacity weekly of 94720 student-hours.) In Cobb Hall alone the student-hour utilization is 28.02%, in Harper 30.25%, Classics 21.64%, Commerce 26.17%, one room in Law 36.68%, and one room in Lexington 22.50%.

If the use of Cobb Hall, for comparison, is taken to be a guide to desirable occupancy, then Harper is somewhat crowded, while Commerce and especially Classics are under-occupied. In Classics the cause of this low average is relatively smaller and fewer classes generally.

(3) That morning utilization is much more complete in all

Such few special classes as meet at 4:30 p.m. or later are counted, however, as afternoon classes within the eight hours. Distinction has been made in the calculations for Junior college classes meeting five hours weekly, Senior college and Graduate classes meeting four hours weekly, and some few classes which meet for conference only two hours weekly.

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(1) That the weekly use of total available hours (40 hours each for 47 rooms, or 1880 room hours) is 1078, or 57.34%. In Gobb Hall, however, the hourly utilization was 58.24%, Harper 59.58%, Classics 50.00%, Commerce 60.00%, one room each in Law and Lexington 57.50% and 37.50% respectively.

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If the use of Gobb Hall, for comparison, is taken to be a guide to desirable occupancy, then Harper is somewhat crowded, while Commerce and especially Classics are under-occupied. In Classics the course of this low average is relatively earlier and fewer classes generally.

(3) That morning utilization is much more complete in all

buildings studied, both as to hours and as to capacity, than afternoon utilization. Considering 20 morning and 20 afternoon hours weekly (4 each day in 5 days), the morning occupancy in these buildings is 73.6% of the available morning room-hours, and 41.0% of the available room-hours in the afternoon. For Cobb Hall the figures are 74.0% and 43.8%, for Harper 72.5% and 46.6%, for Classics 73.6% and 26.4%, for Commerce 78.3% and 41.6%, morning and afternoon respectively.

As to capacity utilization morning and afternoon, in student hours weekly, the total for 47 rooms shows morning occupancy to be 42.40% and afternoon 12.62% of capacity. In the various buildings, Cobb Hall percentages are 42.78% mornings and 13.26% afternoons; Harper 49.56% and 10.94%; Classics 34.68% and 8.60%; Commerce 38.28% and 14.06%. It should be noted that the use of Harper M-11 (Lecture Room) for lecture purposes averages about two hours weekly, but only the classroom use of that room is figured into these percentages.

The details of the analysis appear in the condensed tables accompanying this statement, and the analysis of each room is available in the working sheets if it is desired.

It is interesting to add the following averages for this comparison: That the average capacity of the 47 classrooms here studied is 54, and that the average size of classes in them in the Spring quarter is less than half the capacity or 23.7 (251 classes with a total attendance of 5950 students).

A special computation for the nine classrooms on the fourth floor of Cobb Hall is also interesting. They have a total capacity of 408 students. Of the weekly room-hours available (9 rooms at 40 hours a week, or 360), they were used 40% of the time, as com-

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A special computation for the nine classrooms on the fourth floor of Cobb Hall is also interesting. They have a total capacity of 408 students. Of the weekly room-hours available (9 rooms at 40 hours a week, or 360), they were used 46% of the time, as com-

pared with 58.94% in Cobb Hall as a whole, and 57.34% in the 47 rooms studied. In seating capacity weekly, 3008 out of 16320 student-hours were utilized, or 18.4%, as compared with 28.02% in Cobb Hall as a whole, and 27.51% in the 47 rooms studied. In the morning hours they were occupied 63.3% of the time, in the afternoon 15.5% of available time, as compared with 74.0% and 43.8% for Cobb as a whole, and 73.6% and 40.5% of hours, morning and afternoon respectively, for the 47 rooms studied. Undoubtedly these rooms, of good size, averaging 45 seats each, are handicapped by their height above ground and find inadequate use for that reason particularly, especially in the Spring quarter. None of them is occupied at the 8-9 hour, none after 2:30, except one class for one hour daily at 2:30 this quarter.

In considering the percentages of use here revealed, the fact that a Spring quarter has been studied indicates that the use of rooms, so far as student registration is a factor, is probably at its lowest quarterly figure for the academic year, if this Spring quarter may be taken as typical; and therefore the figures represent the lightest quarterly demands made on classroom space in the year. Secondly, the fact that Arts and Literature classroom use has been studied may be taken as representative of Arts and Literature in general, but cannot be taken as an indication of percentage use of laboratory space in scientific buildings or of other classroom space in the professional schools. But the study of such important buildings as Cobb, Harper, Classics and Commerce covers a group of the most used classrooms for a large share of the quarterly University registration, and thus applies to some of the most significant space on the quadrangles.

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**SUMMARY:** Unless this Spring quarter cannot be interpreted as typical of Spring quarter Arts and Literature classes, this space utilization study indicates little better than half use of hourly time weekly, and little better than quarter use of capacity weekly, with a really inadequate use of afternoon hours and space generally. Any question of crowding then ought readily to find some remedy in more careful assignment of rooms by size, or better application of afternoon hours. It is clear, too, that for the Spring quarter the average size of classroom is more than twice the average need of seating space per class.

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# I. SUMMARY OF WEEKLY CLASSROOM USE IN 47 ROOMS - SPRING QUARTER, 1926

Classrooms		Total Hourly Capacity	Weekly Use of Available Room-Hours	Percentage of Hourly Use	Weekly Use of Available Capacity in Student-Hours	Percentage of Student Capacity Uses
Cobb Hall	26 rooms	1314	613 of 1040	58.9	14726 of 52560	28.0
Harper	6 "	372	143 " 240	59.6	4501 " 14880	30.3
Classics	7 "	286	140 " 280	50.	2476 " 11440	21.6
Commerce	6 "	292	144 " 240	60.	3057 " 11680	26.2
Law, West	1 room	64	23 " 40	57.5	939 " 2560	36.7
Lexington	1 "	40	15 " 40	37.5	360 " 1600	22.5
Totals	47 rooms	2368	1078 " 1880	57.3	26059 " 94720	27.5

# II. SUMMARY OF WEEKLY CLASSROOM USE, MORNING vs. AFTERNOON HOURS IN 47 ROOMS, SPRING QUARTER, 1926

Classrooms		Room-Hour Use					Student-Hour Use				
		* Available Hours	Used A.M.	%	Used P.M.	%	* Available Hours	Used A.M.	%	Used P.M.	%
Cobb Hall	26 rooms	520	385	74.0	228	43.8	26280	11243	42.8	3483	13.3
Harper	6 "	120	87	72.5	56	46.6	7440	3687	49.5	814	10.9
Classics	7 "	140	103	73.6	37	26.4	5720	1984	34.7	492	8.6
Commerce	6 "	120	94	78.3	50	41.6	5840	2235	38.3	822	14.1
Law, West	1 room	20	18	90.0	5	25.0	1280	803	62.7	136	10.6
Lexington	1 "	20	5	25.0	10	50.0	800	135	16.9	225	28.1
Totals	47 rooms	920	692	73.6	386	41.0	47360	20087	42.4	5972	12.6

\* Available each morning and afternoon, weekly.

\* VAVTJUTPTE EECR HONJING ENJ VJLJONJON' DECKJA.

LOJUTJ	VJ LONJ	350	235	13°E	382	44°0	41320	50081	45°4	2815	15°E
LOJUTJON	1 "	50	2	52°0	10	20°0	800	132	10°2	552	58°4
LOJ' ABOJ	1 LONJ	50	18	20°0	2	52°0	1580	803	25°1	132	10°E
COMJELCO	2 "	150	24	18°3	20	41°E	2840	5532	38°3	855	14°1
CLJESJON	1 "	140	103	13°E	31	52°4	2150	1284	34°1	425	8°E
HEJBEJ	2 "	150	81	15°2	22	42°E	1440	3881	42°2	814	10°2
COBP HJTI	52 LONJ	250	382	14°0	558	43°8	52580	11543	45°8	3483	13°3
CLJESJON											
		HONJL	V·H·		B·H·		HONJL	V·H·		B·H·	
		VAVTJUTPTE	DECK	2	DECK	2	VAVTJUTPTE	DECK	2	DECK	2

II' HONJING OF ABEJTA CLJESJON DECK' HONJING AB' VJLJONJON HONJING IN VJ LONJ' ENJING HONJING' 1252

LOJUTJ	VJ LONJ	5322	1018	" 1280	21°3	52022	" 24150	51°2
LOJUTJON	1 "	40	12	" 40	31°2	320	" 1280	55°2
LOJ' ABOJ	1 LONJ	24	53	" 40	21°2	232	" 5220	32°1
COMJELCO	2 "	525	144	" 540	20°	3021	" 11290	52°5
CLJESJON	1 "	582	140	" 580	20°	5412	" 11440	51°E
HEJBEJ	2 "	315	143	" 540	22°E	4201	" 14080	30°3
COBP HJTI	52 LONJ	1314	213	of 1040	28°2	14152	of 25220	58°0
CLJESJON								
		CLJESJON	HONJL	HONJL	DECK	CLJESJON	HONJL	DECK
		CLJESJON	HONJL	HONJL	DECK	CLJESJON	HONJL	DECK

I' HONJING OF ABEJTA CLJESJON DECK IN VJ LONJ - ENJING HONJING' 1252

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June 1, 1926.

My dear Mr. Payne:

Enclosed you will find a copy of an analysis of classroom utilization recently made by Mr. Allin-Smith. I should be very glad to have you study the analysis and make whatever comments you wish. This is the only copy I have, and I must therefore ask you to return it to me.

Yours sincerely,

Frederic C. Woodward (signed)

Mr. Walter A. Payne.

FCW:S  
Encl.

22

June 1, 1936.

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Frederic G. Woodward (signed)

Mr. Walter A. Payne.

FOW:s  
Encl.

May 26, 1926.

Memorandum to President Mason and Vice-President Woodward

From Mr. Allin-Smith

Subject: Utilization of Classroom Space.

The question of use of University rooms was recently raised, and as no record of earlier studies could be discovered, I undertook to make an analysis of classroom utilization during the present (Spring) quarter, for a total of 47 rooms in Cobb, Harper, Classics, Commerce, Law, and Lexington, used for the most part by Arts and Literature departments and assigned through the Recorder's office. Of these 47 rooms, 26 are in Cobb, 7 in Classics, 6 each in Harper and Commerce, and one each in Law and Lexington. In the summary of the study which follows, the buildings are considered as units, although records in detail are available for each room in each building.

I have sought to answer these questions:

- (1) In how many available hours are the rooms used?  
(room-hours)
- (2) What proportion of the seating capacity is occupied?  
(student-hours)
- (3) What proportions of morning and of afternoon hours are utilized, and what proportion of capacity in each case?

Calculations have been put on a weekly basis throughout, for uniformity. I have assumed that eight hours daily, from 8 a.m. to 4:30 p.m., are regularly available for the use of each room, on five days, Monday to Friday, excluding a consideration of Saturday hours, thus giving 40 hours of possible use weekly.

May 26, 1926.

Memorandum to President Mason and Vice-President Woodward

From Mr. Allan-Smith

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Such few special classes as meet at 4:30 p.m. or later are counted, however, as afternoon classes within the eight hours. Distinction has been made in the calculations for Junior college classes meeting five hours weekly, Senior college and Graduate classes meeting four hours weekly, and some few classes which meet for conference only two hours weekly.

The summary table attached gives the complete figures by buildings and in total, about which I make brief statements here. On a weekly basis, then, for the present quarter, the figures show for the buildings and 47 rooms studied:

(1) That the weekly use of total available hours (40 hours each for 47 rooms, or 1880 room hours) is 1078, or 57.34%. In Cobb Hall, however, the hourly utilization was 58.94%, Harper 59.58%, Classics 50.00%, Commerce 60.00%, one room each in Law and Lexington 57.50% and 37.50% respectively.

(2) That the proportion of seating capacity occupied in the rooms, on a weekly basis is 27.51% (of a seating capacity in 47 rooms totaling 2368 students, multiplied by 40 available hours weekly, equaling a total capacity weekly of 94270 student-hours.) In Cobb Hall alone the student-hour utilization is 28.02%, in Harper 30.25%, Classics 21.64%, Commerce 26.17%, one room in Law 36.68%, and one room in Lexington 22.50%.

If the use of Cobb Hall, for comparison, is taken to be a guide to desirable occupancy, then Harper is somewhat crowded, while Commerce and especially Classics are under-occupied. In Classics the cause of this low average is relatively smaller and fewer classes generally.

(3) That morning utilization is much more complete in all

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(1) That the weekly use of total available hours (40 hours each for 47 rooms, or 1880 room hours) is 1078, or 57.34%. In Gobb Hall, however, the hourly utilization was 58.94%, Harper 59.58%, Classics 50.00%, Commerce 60.00%, one room each in Law and Lexington 57.50% and 37.50% respectively.

(2) That the proportion of seating capacity occupied in the rooms, on a weekly basis is 27.51% (of a seating capacity in 47 rooms totaling 2368 students, multiplied by 40 available hours weekly, equaling a total capacity weekly of 94720 student-hours.) In Gobb Hall alone the student-hour utilization is 28.02%, in Harper 30.22%, Classics 21.64%, Commerce 26.17%, one room in Law 36.68%, and one room in Lexington 22.50%.

If the use of Gobb Hall, for comparison, is taken to be a guide to desirable occupancy, then Harper is somewhat crowded, while Commerce and especially Classics are under-occupied. In Classics the cause of this low average is relatively smaller and fewer classes generally.

(3) That morning utilization is much more complete in all

buildings studied, both as to hours and as to capacity, than afternoon utilization. Considering 20 morning and 20 afternoon hours weekly (4 each day in 5 days), the morning occupancy in these buildings is 73.6% of the available morning room-hours, and 41.0% of the available room-hours in the afternoon. For Cobb Hall the figures are 74.0% and 43.8%, for Harper 72.5% and 46.6%, for Classics 73.6% and 26.4%, for Commerce 78.3% and 41.6%, morning and afternoon respectively.

As to capacity utilization morning and afternoon, in student hours weekly, the total for 47 rooms shows morning occupancy to be 42.40% and afternoon 12.62% of capacity. In the various buildings, Cobb Hall percentages are 42.78% mornings and 13.26% afternoons; Harper 49.56% and 10.94%; Classics 34.68% and 8.60%; Commerce 38.28% and 14.06%. It should be noted that the use of Harper M-11 (Lecture Room) for lecture purposes averages about two hours weekly, but only the classroom use of that room is figured into these percentages.

The details of the analysis appear in the condensed tables accompanying this statement, and the analysis of each room is available in the working sheets if it is desired.

It is interesting to add the following averages for this comparison: That the average capacity of the 47 classrooms here studied is 54, and that the average size of classes in them in the Spring quarter is less than half the capacity or 23.7 (251 classes with a total attendance of 5950 students).

A special computation for the nine classrooms on the fourth floor of Cobb Hall is also interesting. They have a total capacity of 408 students. Of the weekly room-hours available (9 rooms at 40 hours a week, or 360), they were used 40% of the time, as com-

buildings studied, both as to hours and as to capacity, than afternoon utilization. Considering 30 morning and 30 afternoon hours weekly (4 each day in 5 days), the morning occupancy in these buildings is 73.6% of the available morning room-hours, and 41.0% of the available room-hours in the afternoon. For Cobb Hall the figures are 74.0% and 43.8%, for Harper 72.5% and 46.6%, for Classroom 73.6% and 36.4%, for Commerce 78.3% and 41.6%, morning and afternoon respectively.

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part with 58.94% in Cobb Hall as a whole, and 57.34% in the 47 rooms studied. In seating capacity weekly, 3008 out of 16320 student-hours were utilized, or 18.4%, as compared with 28.02% in Cobb Hall as a whole, and 27.51% in the 47 rooms studied. In the morning hours they were occupied 63.3% of the time, in the afternoon 15.5% of available time, as compared with 74.0% and 43.8% for Cobb as a whole, and 73.6% and 40.5% of hours, morning and afternoon respectively, for the 47 rooms studied. Undoubtedly these rooms, of good size, averaging 45 seats each, are handicapped by their height above ground and find inadequate use for that reason particularly, especially in the Spring quarter. None of them is occupied at the 8-9 hour, none after 2:30, except one class for one hour daily at 2:30 this quarter.

In considering the percentages of use here revealed, the fact that a Spring quarter has been studied indicates that the use of rooms, so far as student registration is a factor, is probably at its lowest quarterly figure for the academic year, if this Spring quarter may be taken as typical; and therefore the figures represent the lightest quarterly demands made on classroom space in the year. Secondly, the fact that Arts and Literature classroom use has been studied may be taken as representative of Arts and Literature in general, but cannot be taken as an indication of percentage use of laboratory space in scientific buildings or of other classroom space in the professional schools. But the study of such important buildings as Cobb, Harper, Classics and Commerce covers a group of the most used classrooms for a large share of the quarterly University registration, and thus applies to some of the most significant space on the quadrangles.

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SUMMARY: Unless this Spring quarter cannot be interpreted as typical of Spring quarter Arts and Literature classes, this space utilization study indicates little better than half use of hourly time weekly, and little better than quarter use of capacity weekly, with a really inadequate use of afternoon hours and space generally. Any question of crowding then ought readily to find some remedy in more careful assignment of rooms by size, or better application of afternoon hours. It is clear, too, that for the Spring quarter the average size of classroom is more than twice the average need of seating space per class.

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# I. SUMMARY OF WEEKLY CLASSROOM USE IN 47 ROOMS - SPRING QUARTER, 1926

Classrooms		Total Hourly Capacity	Weekly Use of Available Room-Hours	Percentage of Hourly Use	Weekly Use of Available Capacity in Student-Hours	Percentage of Student Capacity Uses
Cobb Hall	26 rooms	1314	613 of 1040	58.9	14726 of 52560	28.0
Harper	6 "	372	143 " 240	59.6	4501 " 14880	30.3
Classics	7 "	286	140 " 280	50.	2476 " 11440	21.6
Commerce	6 "	292	144 " 240	60.	3057 " 11680	26.2
Law, West	1 room	64	23 " 40	57.5	939 " 2560	36.7
Lexington	1 "	40	15 " 40	37.5	360 " 1600	22.5
Totals	47 rooms	2368	1078 " 1880	57.3	26059 " 94720	27.5

# II. SUMMARY OF WEEKLY CLASSROOM USE, MORNING vs. AFTERNOON HOURS IN 47 ROOMS, SPRING QUARTER, 1926

Classrooms		Room-Hour Use					Student-Hour Use				
		* Available Hours	Used A.M.	%	Used P.M.	%	* Available Hours	Used A.M.	%	Used P.M.	%
Cobb Hall	26 rooms	520	385	74.0	228	43.8	26280	11243	42.8	3483	13.3
Harper	6 "	120	87	72.5	56	46.6	7440	3687	49.5	814	10.9
Classics	7 "	140	103	73.6	37	26.4	5720	1984	34.7	492	8.6
Commerce	6 "	120	94	78.3	50	41.6	5840	2235	38.3	822	14.1
Law, West	1 room	20	18	90.0	5	25.0	1280	803	62.7	136	10.6
Lexington	1 "	20	5	25.0	10	50.0	800	135	16.9	225	28.1
Totals	47 rooms	920	692	73.6	386	41.0	47360	20087	42.4	5972	12.6

\* Available each morning and afternoon, weekly.

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Commerce	6 "	94	78.3	20	41.6	2840	2232	38.3	822
Law, West	1 room	18	90.0	2	22.0	1280	803	62.7	136
Lexington	1 "	2	22.0	10	20.0	800	132	16.2	222
Totals	47 rooms	692	73.6	386	41.0	47360	20087	42.4	2972

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## I. SUMMARY OF WEEKLY CLASSROOM USE IN 47 ROOMS - SPRING QUARTER, 1926

# The University of Chicago

Office of the Recorder and Examiner

June 18, 1926.

Dean F. C. Woodward,  
Harper Memorial Library.

My dear Dean Woodward:

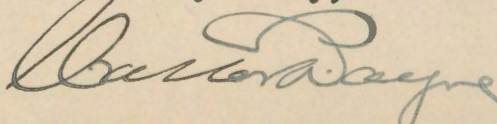
I return herewith, as per your request, the report of Mr. Allin-Smith on "Utilization of Classroom Space". I have no doubt of the accuracy of the report, except on one or two points which do not affect the principle at issue. The thing which is not commented on is that our space is used to the limit at nine and ten o'clock and almost to the limit at eleven o'clock, - in other words that our peak load taxes our capacity. The problem, as I see it, is the more even distribution of our total load throughout the available hours of the day. Most of our students would, if they could, elect all three of their courses at nine, ten and eleven and the preference of a large number of our departments is apparently in harmony with the preference of our students.

This question of a more even distribution of our load throughout the day has often been made the subject of discussion and to a certain extent of administrative action. By action of the General Administrative Board (April 17, 1920) the following recommendation was adopted:

- 1- That it is necessary to schedule in the afternoon hours (a) in the case of Junior College work and (b) in the case of Senior College work not less than 40% nor more than 60% of the sections offered by each department.

Not all of the departments act in harmony with this request, but even so, it would not totally solve our problem. Personally, I should be glad to see a larger amount of pressure brought to bear upon departments, believing that the students would accomodate themselves to the programs announced by the University.

Yours very truly,



Recorder and Examiner.

WAP\*D

The University of Chicago

Office of the Registrar and Registrar

June 18, 1930.

Dean F. B. Woodward,  
Harper Memorial Library.

My dear Dean Woodward:

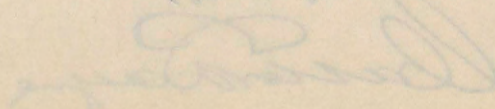
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Registrar and Registrar

WAB:D

OFFICE OF THE DEAN

The University of Chicago

The Ogden Graduate School of Science

June 17, 1926

*Make new file: —*

*University Survey*

*St 22*

Mr. W. E. Scott  
Office of the President

Dear Mr. Scott:

I am interested in the report of Mr. Allin-Smith on the "Utilization of Classroom Space". It seems to me almost inexcusable that the University should spend money to demonstrate that there is plenty of space in the Spring Quarter. We all know that congestion is at a minimum at that time of the year; and we also know that practically all of the rooms considered are vacant at the 12:30 hour. In fact, only six of these rooms are used at 12:30 during the Autumn Quarter, our most congested period. There was, I believe, one room vacant through a combination of misunderstanding between Mr. Payne and myself as to the availability of this room for office space ~~and~~, the unexpected discontinuation of one course and through the transfer to one of the outlying laboratories of courses which should naturally have been in Cobb Hall. If studies of this sort are to be made, it would be very much more valuable to us to have them made during the Autumn Quarter which is the most congested period rather than for the Spring Quarter which is the least congested period.

I happen to know that in the preceding Autumn Quarter there was not a single room available of the forty-seven considered at 9:00

*University of Chicago*  
*Graduate School of Science*  
*June 17, 1936*

The University of Chicago  
The Open Graduate School of Science  
June 17, 1936

OFFICE OF THE DEAN

*442*

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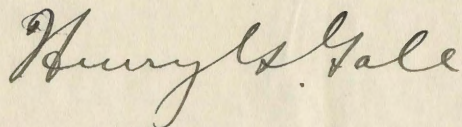
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Mr. W. E. Scott #2

or 10:00 and only two at 11:00. The studies with reference to the size of classes and the seating capacities of the rooms seem to me a complete waste of time. It is inevitable that we should have some small classes, and it would not be practicable to supply small rooms for all of the small classes. It certainly would be an unwise educational policy to offer only courses which would fill the available classrooms.

I cannot help feeling that it gives an absolutely false impression of our needs to take seriously a report which appears on the surface to indicate that we are only using three-fourths of our available classroom space.

Very truly yours,

A handwritten signature in cursive script, reading "Henry G. Gale". The signature is written in dark ink and is positioned above the typed name and title.

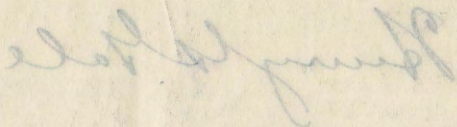
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HGG:M

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HGG:M

19 May 1926.

Memorandum to President Mason and Mr. Woodward

From Mr. Allin-Smith

Subject: Sample Portfolio of Departmental Records.

In connection with the General Education Board survey, I submit for inspection and criticism a collection of significant departmental records which we have called a portfolio. It is arranged for cumulative entry up to 1930 and standardized in forms so that portfolios in similar style may be prepared for each or any separate University department.

I should like this sample, which covers the records of the Department of Mathematics, to have your consideration, especially with reference to its continued utility to the administrative officers of the University. For such a broad purpose, the portfolio should be characterized by Clearness, Completeness of Essential Details, Ease of Cumulative Entry, Expansibility. Viewed with such characteristics in mind, it may appear that other records should be added or substituted; that slightly different form or arrangement should be given to the details shown; that emphasis ought to be placed on particular features. In any case, the scheme allows readily for cumulation of data quarter by quarter, and for the addition at any time of other special features of departmental activities that may come to have the greatest reference value. Keeping these studies up to date will not be more than a clerical effort of a few days quarterly, which need not constitute a burden of office routine.

**PURPOSE:** The intention of the portfolio is to separate from general University records and to arrange the distinctly departmental records which may be useful in administrative control. Many major considerations of plan or policy in administration relate themselves directly to the scope or operation of a given University department, apart from their incidental relationship to the University organization as a whole. In those matters the departmental records should be accessible, as such. Quantities of statistical information about the growth of University activities exist in varied form and scattered location. So far as I am able to discover, however, there never has been a sustained attempt to construct from the several sources a systematic record of activities in separate departments and from the departmental point of view.

For much of the portfolio it has seemed unwise to accumulate details prior to the year 1922-23, the last of Doctor Judson's administration, both because it would take considerable time and because experience of earlier years probably has little bearing on the situation in which University administration now finds itself.

19 May 1936.

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For much of the portfolio it has seemed unwise to accumulate details prior to the year 1922-23, the last of Doctor Johnson's administration, both because it would take considerable time and because experience of earlier years probably has little bearing on the situation in which University administration now finds itself.

ARRANGEMENT: The portfolio has two parts,

- I. Departmental Records, containing statistics and charts concerning degrees, registration, teaching ranks, courses given, and instruction costs; and
- II. Staff Records, containing statements of training, promotion, salary, activities in and out of the University, research and publications, for each present member of the departmental teaching staff.

The table of contents shows the order of these items. A brief discussion of each section follows:

I. The departmental statistics will contain, if continued, a cumulative record of the trend for several years. As a means of administrative control much of the information leads finally to a consideration of the budget and of costs of instruction. As the tabular statistics explain themselves fairly well, attention is given here primarily to the item of costs. These fiscal records appear in Section I on pages 7-9. So far, cost studies have been completed for only one year, 1924-25. To this will be added unit costs for 1922-23 and for the current year 1925-26 as each department is analyzed. The value of these records grows as they accumulate for quarterly comparison, so that they should continue for some future periods to establish reliable norms or ratios. Moreover, the greatest value will attach to comparison of one department or group of departments with others, and of single departments with the University as a whole, when complete studies are available.

In brief explanation of Mathematics costs as they appear in Table I-8 and Chart I-9, I should like to point out one or two possibilities of administrative utility. For Mathematics the quarterly relationship is set up clearly as between the unit costs per student-major of teaching graduate, senior, junior and other groups, comparing them as well with the average costs in the whole department and in the entire intra-mural University during 1924-25.

In the chart, the groups of vertical ribbons represent the dollar costs during separate quarters of the years noted, comparing average cost of instruction quarterly in each group. The yearly average is shown by short horizontal lines in identifying color cutting across the four quarters in each year. The 1924-25 yearly average for the entire University appears in a horizontal green line cutting across each classification group.

It will be seen that Graduate costs per student-major increased between 1922-23 and 1924-25, but quarterly in 1925-26 up to the Spring quarter they appear to be lower than in either earlier year. In contrast, Senior and Junior average costs show considerable declines since 1922-23. Table I-4 will show

ARRANGEMENT: The portfolio has two parts,

- I. Departmental Records, containing statistics and charts concerning degrees, registration, teaching ranks, courses given, and instruction costs; and
- II. Staff Records, containing statements of training, promotion, salary, activities in and out of the University, research and publications, for each present member of the departmental teaching staff.

The table of contents shows the order of these items. A brief discussion of each section follows:

I. The departmental statistics will contain, if continued, a cumulative record of the trend for several years. As a means of administrative control much of the information leads finally to a consideration of the budget and of costs of instruction. As the tabular statistics explain themselves fairly well, attention is given here primarily to the item of costs. These fiscal records appear in Section I on pages 7-9. So far, cost studies have been completed for only one year, 1924-25. To this will be added unit costs for 1922-23 and for the current year 1925-26 as each department is analyzed. The value of these records grows as they accumulate for quarterly comparison, so that they should continue for some future periods to establish reliable norms or ratios. Moreover, the greatest value will attach to comparison of one department or group of departments with others, and of single departments with the University as a whole, when complete studies are available.

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that graduate registration has increased substantially while other classes of students have had a declining tendency in several quarters. If the grade of instruction measured in total dollar costs has remained relatively the same, graduate costs would have declined by reason of greater attendance, and senior or junior costs either increased or remained stationary. The actual tendency of average costs has been the reverse, however; and from these facts, even considering staff salary increases between those years (Table I-7), it would seem that the Mathematics Department has tended to give a better "dollar" grade of instruction to graduates at the expense of undergraduate instruction.

Whether this is justifiable in the circumstances or should continue, is but one of the considerations of administrative policy which departmental portfolios should reveal.

Looking at the total Mathematics registration on the chart, with these costs tendencies in mind, the weight of preponderant graduate registration has carried the average cost up between 1922-23 and 1924-25; in contrast, however, with lower levels each quarter so far in 1925-26.

As compared with University average costs (horizontal green line) for 1924-25, the Mathematics yearly averages (short horizontal colored lines for each year) show somewhat better dollar grades of instruction throughout. All these instruction cost figures find their best ready comparison with the amounts which students paid for each major, graduates \$20.00 and undergraduates \$20.00 to \$25.00 quarterly.

In concluding this brief statement concerning Section I, attention is called to the summary page I-10 inserted for the addition of comments or notes from time to time that will serve to give a better interpretation of the cumulative records.

II. Within the section on Staff it is intended to include all those items of personal record which will come to serve as a convenient and reliable grading of academic standing for each faculty member, whether for purposes of salary, promotion, or any general question of effectiveness.

Page 3 in each individual record shows the courses given and registration from the Summer quarter 1922 to date. It will be an indication of the classification of courses taught, the size of classes, the extent of quarterly teaching above or below two majors, the quarters out of residence, among other things. The item of costs appears here again, also in the form of an average per student-major, for each course given. This record, if maintained, will have a considerable bearing on the question of continuing the consistently high-cost courses within each department, or on the parts of particular instructors.

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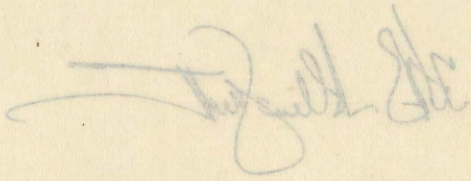
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All these and other matters may well be discussed in your determination of the utility of a portfolio record for each

department. It is my understanding that the analysis of costs, such as was done for 1924-25 a year ago, falls within the purpose of the General Education Board contribution. The giving effect to University administrative controls which those cost studies show to be necessary, however, requires the broader understanding of departmental development which the portfolio of records is designed to provide. The cost studies could proceed separately, or the accumulation of records other than costs could proceed. But they have a joint utility. I raise the question then as to the next step. I should be pleased to consider this with you, or others at your direction.

*J.B. Allison*

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A handwritten signature in dark ink, appearing to be "J. H. ...", is written in the center of the page.

# The University of Chicago

CHICAGO, ILLINOIS

Office of the President

3 May 1926.

Memorandum to Mr. Woodward

From Mr. Allin-Smith

In the light of our discussions about the survey during the past week, I have designed a series of forms for departmental records after investigation of information to be had, and now recommend the following program on which a survey might progress immediately:

(1) To analyze departmental records and tabulate the facts on prepared forms, standardized for all departments, along the lines of the suggested folder prepared for the Department of Mathematics; and

(2) Simultaneously, to compute further departmental unit costs of instruction for the years 1922-1923 (on which the preparatory working sheets were earlier set up) and 1925-1926, the present academic year. These unit-cost records, when used along with the costs already determined by last summer's study of 1924-1925, will then comprise a reliable and useful basis of judgment for departmental expansion as quarters pass. The record forms provide for the inclusion of quarterly details of departmental costs in those years and on to 1929-1930.

The foregoing program is designed with a long view to cumulative records for the President's office over several future years, but at the same time adapts itself to some useful accomplishment in the next few months. If this survey work is to move definitely toward completion, however, the following needs are pressing:

STAFF -- One capable statistical or clerical helper; one stenographer. Later part time student-service by one or more seniors or graduates from the departments of Education or Commerce could further the background record-making, increasing their knowledge of administrative problems at the same time that it supplies service at small cost.

SPACE -- A good-sized office, light, to accommodate three desks, a large table, and other equipment, at a location preferably accessible to the offices of the Auditor, Recorder and President.

EQUIPMENT -- The furniture above-mentioned, an electrical calculating machine (which could be rented), access to a mimeograph, mimeoscope, adding machine, etc.

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O

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

3 May 1938

Memorandum to Mr. Woodward

From Mr. Allen-Smith

In the light of our discussions about the survey during the past week, I have designed a series of forms for departmental records after investigation of information to be had, and now recommend the following program on which a survey might progress immediately:

(1) To analyze departmental records and tabulate the facts on prepared forms, standardized for all departments along the lines of the suggested folder prepared for the Department of Mathematics; and

(2) Simultaneously, to compute further departmental unit costs of instruction for the years 1933-1935 (on which the preparatory working sheets were earlier set up) and 1935-1936, the present academic year. These unit-cost records, when used along with the costs already determined by last summer's study of 1934-1935, will then comprise a reliable and useful basis of judgment for departmental expansion as quarters pass. The record forms provide for the inclusion of quarterly details of departmental costs in those years and on to 1939-1940.

The foregoing program is designed with a long view to cumulative records for the President's office over several future years, but at the same time affords itself to some useful accomplishment in the next few months. If this survey work is to have definitely toward completion, however, the following needs are pressing:

STAFF -- One capable statistical or clerical helper; one stenographer. Later part-time student service by one or more seniors or graduates from the departments of Education or Commerce could further the background record-making, increasing their knowledge of administrative problems at the same time that it supplies service at small cost.

SPACE -- A good-sized office, light, no atmosphere three desks, a large table, and other equipment, at a location preferably accessible to the offices of the Rector, Recorder and President.

EQUIPMENT -- The telephone now maintained, an electrical calculating machine (which could be rented), access to a mimeograph, typewriter, adding machine, etc.

The University of Chicago

Office of the Vice-President and Business Manager

ROOM 1840, 230 S. CLARK ST.  
TELEPHONE DEARBORN 9312

April Twenty Three  
1 9 2 6

*M. A.*  
*Univ. Surveys*  
*ST 20*  
*ST 20*

My dear Mr. Woodward:

Following my conference with you, Mr. Plimpton and Mr. Moulds yesterday, in pursuance to the conclusion which we reached, I discussed with Mr. Allin-Smith the question of his continuing the work on statistical matters relating to the survey and allied subjects. He informed me that he was willing to continue up to July 1, with the understanding that about that time the University would give him a definite answer as to whether he was to continue on a permanent basis, or whether the relationship should terminate. If the University should desire him to continue on a permanent basis, he would expect to have his standing recognized as an expert and his salary on the basis of \$5,000 from July 1.

There is no doubt in my mind that the University is greatly in need of services such as Mr. Allin-Smith can render; and it must look forward to having a staff of statisticians and fact finders who will be able to furnish the President and his administrative colleagues with such information.

Inasmuch as I shall not be at the University on July 1, I am writing this letter to you so that you may fully understand the situation and take such action with regard to it as is appropriate.

I am sending a copy of this letter to Mr. Allin-Smith, so that he will know just what the present arrangement is.

Very truly yours,

*Trevor Arnett*  
Trevor Arnett

Mr. Frederic C. Woodward  
The University of Chicago

TA:EVB  
Copy to Mr. Allin-Smith

The University of Chicago  
Office of the Vice-President and Business Manager

ROOM 1040, 500 S. CLARK ST.  
CHICAGO, ILLINOIS 60607

April Twenty Three  
1938

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The University of Chicago

TA:EVH  
Copy to Mr. Allin-Smith

April 29, 1926

My dear Mr. Arnett:

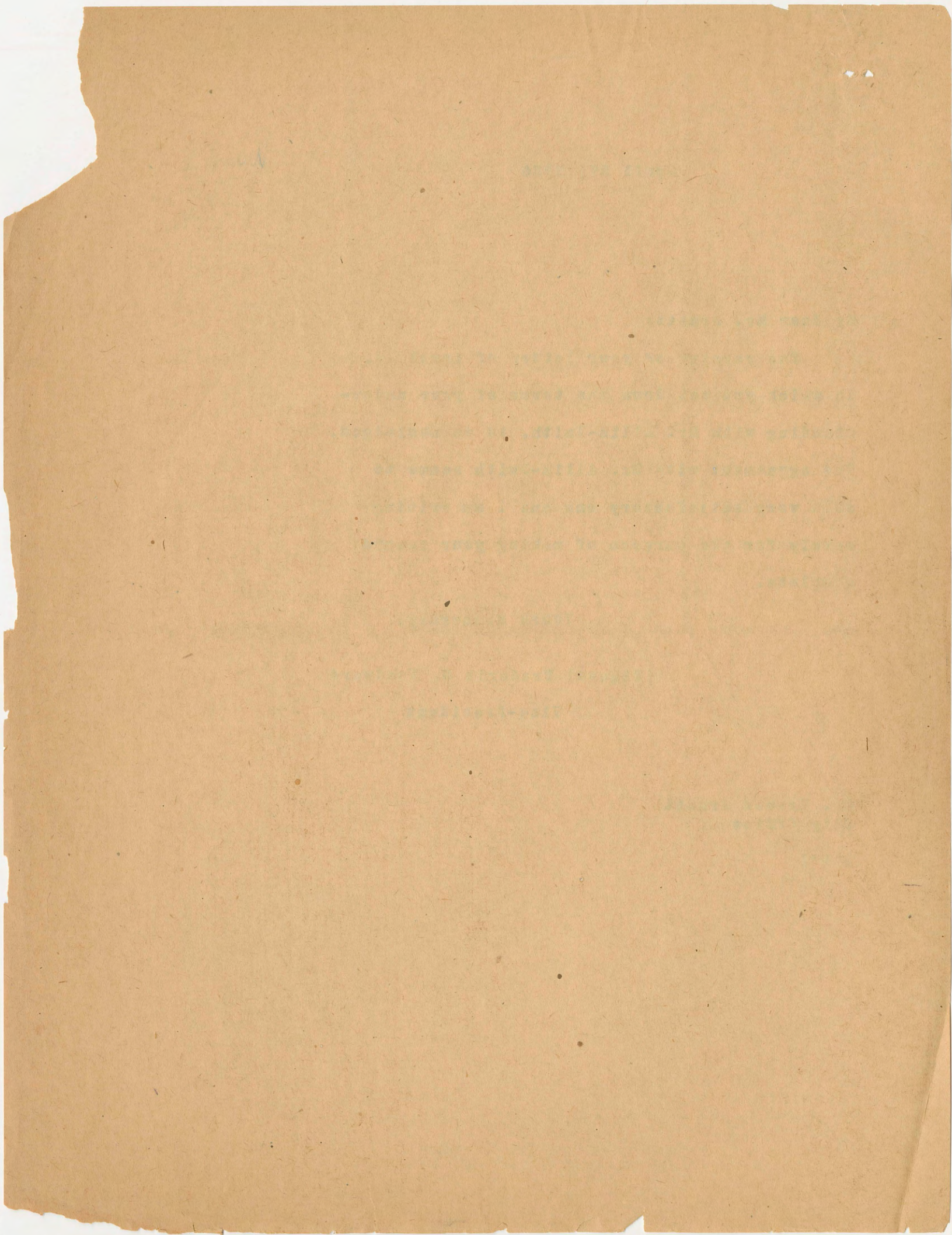
The receipt of your letter of April 23, in which you set down the terms of your understanding with Mr. Allin-Smith, is acknowledged. The agreement with Mr. Allin-Smith seems to me a very satisfactory one and I am writing merely for the purpose of making your record complete.

Yours sincerely,

(Signed) Frederic C. Woodward  
Vice-President

Mr. Trevor Arnett  
City Office

FCW\*L



Communication presented to the Board of Trustees on March 12,

1925:

Reference was made by the Business Manager in his docket for the Board meeting held January 8, 1925, to the desirability of undertaking, as soon as possible, the survey of the University for which an appropriation has been made by the General Education Board.

In the annual report of the General Education Board for the year 1923-24, which was published last week, occurs the following:

"The rapid increase of college and university funds, the expansion of academic facilities and opportunities, the rise in student enrollment, characteristic of the last two decades, have suggested the importance of a careful comparative study of these and other similar factors. Mr. Arnett's study of salaries should be brought up to date; a similar study should be made of students' fees; departmental developments and changes in the curriculum should be surveyed from the standpoint of their importance, cost, etc. It is worth inquiring what college training costs the institution and the student, within what limits these costs vary, and what relation can be discovered between expenditure and results. A comprehensive inquiry into these topics, including at the outset all or even many institutions would obviously be impracticable. But much may be learned from the examination of a single university. With this in mind, the board made an appropriation of \$25,000 to defray the expenses of conducting an inquiry into the educational and financial organization and administration of the University of Chicago, in the hope of thus working out a procedure which would aid college and university authorities generally in obtaining a clearer understanding of their problems.

"In this connection, it is interesting to quote a passage from a report by President Harper, made in 1902, at the close of the first decennium of the University:

"I desire at this point to express the hope that a similar report may be made by the officials of the University in connection with each decade of its progress. In these modern times ten years count for as much as one hundred years did formerly. It is worth the while of those engaged in any important undertaking, educational or otherwise, to sum up the results of the work accomplished in ten years, to consider the policies which have prevailed, and to decide whether, in view of all the facts, these policies have been correct and have secured the results desired. Moreover, it is to be remembered that many policies, at least those of minor importance, may wisely be changed from time to time even under the same administration; for a policy which may have been the best for a certain period may not be the best for another period. It has been customary in educational administration to wait for the change of an administration before introducing or adopting new policies. This is a mistake. The institution is thus too frequently compelled to wait a longer period than is wise. It may, of course, be difficult for an administration to adapt itself from time to time to changes, but, however, difficult this may be, it would seem to be upon the whole a wise policy."

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The University of Chicago has grown very rapidly - practically doubling its enrollment, resources and expenditures every decade. Its organization and administration have not changed and developed to keep pace with this remarkable growth. It is on the eve of a still further expansion. There has been no fundamental change in the business organization since 1901 when the Comptroller's office was divided and two new offices - those of Business Manager and Auditor - created in its place. That arrangement was a distinct advance and has worked very well. But a much greater development has taken place in the University in the quarter century since that change was made than had occurred in the first decade of the University which preceded it, and the question arises whether the time is not more than ripe for a further division of the work and responsibilities. As matters stand at present, to take one instance only, the work of the Business Manager's office is so extensive that the Business Manager has no time or opportunity to supervise, direct and co-ordinate the work of the other administrative offices, as he is expected to do. The result is the University work is practically unsupervised, and friction and lack of harmony with the resulting waste and lack of esprit de corps prevail. Recently some improvement in the academic administration has taken place through the doubling of the number of deans.

The Vice-President and Business Manager has been giving much thought to this matter, and has conferred with the President of the Board and the President of the University, and with their concurrence and approval, begs to recommend that he be authorized by the Board to proceed at once, in co-operation with Vice-President Tufts, to make the survey financed by the General Education Board and devote the major part of his time to it until it is completed, giving in the meantime such time as is necessary to the supervision of the work of the Business Manager's office.

There are numerous questions of policy and procedure which must be rightly solved in the immediate future, if the University is to maintain its reputation for good management, and it is hoped that the survey will be so thorough and productive that it will place all the facts of the situation so clearly before the Trustees that they will be enabled to take such action as will accomplish even greater good for the University than did the action taken twenty-five years ago, when the offices of the Business Manager and Auditor were created.

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