President Ernest D. Burton
Faculty Exchange

My dear Mr. President:

Pursuant to your request, I am pleased to enclose herewith a report on the status of the half-major, so far as University regulations and administrative rulings are concerned.

I. Report presented to and approved by the General Administrative Board, November 21, 1908. At the bottom of the page I have made memoranda of rulings made by Dean Angell, January 22, 1916, and a Committee consisting of President Judson, Deans Marshall, and Small, April 29, 1916.

II. Copy of (1) a letter from President Judson to Professor Stiegliitz under date of December 22, 1921, and (2) Professor Stiegliitz's reply dated December 28, 1921 - on the latter of which are noted President Judson's rulings.

I should explain that the University Recorder had called Professor Stiegliitz's attention to the fact that his Department, in announcing half-major undergraduate courses was not acting in harmony with the action of the General Administrative Board of November 21, 1908, referred to above. He took the matter up with the President; and at the present time the following note appears in the announcements of the Chemistry Department:

Undergraduate students, other than medical students, desiring to take any of the half-major courses offered by the Department are required to take in any given quarter two such half-major courses (equivalent to a major course).

So far as I am aware, the spirit of the University regulations is being complied with; but if there are any matters in connection with the question which you would like to have investigated further, I shall be glad to make a supplementary report, or direct the matter to the attention of the General Administrative Board, as you may direct.

Yours very truly,

[Signature]

WAP*E

Recorder-Examiner
December 22, 1921.

My dear Dr. Stieglitz:—

The Examiner hands me your note of the 7th instant in regard to half major courses. The policy of the University from the beginning has been, as you know, concentration, and further, to avoid as far as possible any half courses. It does not matter so far as I can see in graduate work, and, of course, I understand that no question of cost is involved, simply a question of the policy of concentration. If the courses of college students were so arranged that a student take two of these half major courses together there could be no objection because that conforms to the requirements of majors.

If there are further matters to consider perhaps you will confer with me later on the subject.

Very truly yours,

(Signed) H. P. Judson

Dr. J. Stieglitz,
The University of Chicago.

HPJ:CB
December, 1967

MY dear Dr. Sterritt:

The examination papers are on your desk at the office.

With reference to your note of the 21st of May, I am informed by the University that they have no objection to my being allowed to sit for the examination for the degree of Bachelor of Arts. As you know, the examination had been deferred twice for various reasons. It was, however, felt to be desirable that I should sit for the examination as soon as possible. The University are agreed that I should sit for the examination and I hope to be able to sit for the examination as soon as possible.

With reference to the letter from the University of Chicago, I am informed that they have no objection to my being allowed to sit for the examination for the degree of Bachelor of Arts. As you know, the examination had been deferred twice for various reasons. It was, however, felt to be desirable that I should sit for the examination as soon as possible. The University are agreed that I should sit for the examination and I hope to be able to sit for the examination as soon as possible.

Very truly yours,

(Stuart H. Anderson)

Dr. J. Sterritt

The University of Chicago
December 28, 1921

President H. P. Judson,
The University of Chicago.

Dear President Judson:

I have your letter of December 22nd in regard to half major courses. I note your comment to the effect "If the courses of college students were so arranged that a student take two of these half major courses together, there could be no objection because that conforms to the requirements of majors." As a matter of fact, that is exactly the way our undergraduate students take these special courses, with the exception of the medical students, who are entitled to register for three and a half majors on the basis of their tuition fee. The half major course in quantitative analysis was inaugurated for medical and pre-medical students at the request of the Board of Medical Affairs and the Dean of medical students. In the case of undergraduates other than those registered as medical students, the normal program would require the coupling of two half majors to make a full major. The deans have automatically administered the work in this way, but it might be well to put in our Circulars and in all Time Schedules hereafter the specific statement that undergraduate students registering for such half major courses must register for two of them in order to make a full major.

We shall, of course, be glad to make such a specific announcement regularly in order to conform to the regulations of the University.

The only question remaining, then, would be in regard to the medical students, a large proportion of whom are in the senior college at the period when they take course 8M, and perhaps you might be willing to make a special exception in their favor in order to meet the needs of their professional curriculum.

Awaiting your further ruling, I am

Yours sincerely,

(Signed) Julius Stieglitz

JS:EPR
December 26, 1931

President H. P. Judson
The University of Chicago

Dear President Judson:

I have your letter of December 22nd in reply to my letter of January 9th. I note your comments to the effect that I have presented the case of college students who are so entangled that a future of three or more years will be required to complete law. I also note your agreement that the existence of the law school is of great importance to those students who are not enrolled at the University. I also note your agreement that the existence of the law school is of great importance to those students who are not enrolled at the University.

In the case of individuals other than those
registered as medical students, the normal program would require the completing of two full years to make a full major. The same have been appropriately emphasized.

The work in this way would not be well to begin in the second semester and in all the sociology portion.

I am sorry to make a full major.

We shall of course be glad to make many a special
announcement regularly and any day to conform to the regulations of the University.

The only difference remaining is that, of course, any special students, a large proportion of whom are college students, will have to meet the specific exception in terms of their professional curriculum.

Awaiting your further notice I am

Sincerely yours

(Truth) Janie Alfrey
University of Chicago Executive Board
October 28, 1908.

The special Committee appointed to consider the question of offering courses which vary from the present system, recommend that minor courses, meeting two separate hours per week be authorized under the following conditions:

1. That for the present such courses be limited to graduate courses to which only graduate students are admitted; **with the exception of Eng. 9 and 10.**

2. That two-hour or minor courses be given only in complementary pairs in the same or related departments;

3. That such pairs of courses if not given in a single department be passed upon by the Committee of the Group within which the courses are offered;

4. That from the standpoint of instruction the two-hour course be regarded as equivalent to one half a major course and credited to the instructor on that basis;

5. It is understood that no account whatever is made in this report, of the courses in Bible Study given on Sunday morning.

George E. Vincent
James R. Angell
Albion W. Small

October 28, 1908.

1. From minutes of General Administrative Board, 1-22-16:
   "Dean Mathews raised the question of the practice in allowing half-major courses to be offered. The Chairman (Dean Angell) stated that in college courses this had been disapproved, except in a very few cases, but in the professional schools it might be done if desired."

   Reported by Dean Angell to the Board.

May 23, 1922.

University Recorder,
Faculty Exchange.

My dear Sir:

A year ago, after the passage of the new legislation regarding physical culture, there remained some uncertainty as to whether voluntary students should be registered for physical culture. During the summer quarter and during the autumn quarter voluntary students were so registered. The result was confusion in the records because students who were not required to take physical culture were being assigned F's in the subject with consequent correspondence in explanation. It was, therefore, decided in the autumn quarter not to register voluntary students for physical culture. It is my understanding that they are not now being so registered.

During the summer quarter all work in physical culture is voluntary and all students still subject to the Physical culture requirement who are regularly registered in the summer will automatically receive credit for summer quarter work. In the Recorder's office there seems to be some question about this. There certainly can be no question in the minds of the participants in the conference. One of the points most insisted on was that there should be no deferring of physical culture but a settling quarter by quarter. If students still subject to the requirement are permitted merely to omit physical culture and required to take it in a subsequent quarter, clearly they are deferring physical culture.

Inasmuch as the summer quarter automatically affords a student in residence during the summer quarter credit for physical culture, there is no reason for the elaborate machinery of registration to operate. Indeed experience, as I have mentioned, shows that we have reason for omitting such machinery in voluntary cases. For instance even if a student is reported F in the summer quarter for physical culture he will receive credit for physical culture. Summer quarter students, therefore, ought to report directly to the departments exactly as senior college students do in the autumn, winter, and spring. If evidence of membership in the University during the current quarter is required such evidence is available in the tuition receipt, the evidence which is used by the office of the director of public lectures. Because this system works so well in the lecture office I see no possibility of embarrassment in the physical culture office.

Very truly yours,

(Signed) D.A. Robertson, Dean.
A year ago, after the passage of the new legislative body, the budget was not formally announced to the public. The budget was expected to be reflected in the next legislative session. The budget was officially presented to the public on April 1, 2023. It was expected to cover the upcoming fiscal year.

During the summer months, the University's financial situation was discussed in detail. The financial situation of the University was expected to improve with the introduction of new programs and initiatives. The University's financial situation was also expected to improve with the introduction of new programs and initiatives.

I have been involved with the University's financial situation for several years. I have worked with the University's financial team to develop strategies to improve the University's financial situation. I have been involved with the University's financial situation for several years.

Very truly yours,

A. N. Examiner
Dean
1892-1908: In the Colleges - Passing grades, A, B, C; Condition, D; Failure, E.

1892-93: In the Graduate Schools - Same as in the Colleges.

1893-1900: In courses intended chiefly or exclusively for graduate students - P (passed), N (not passed). Instructor requested "wherever possible to add to his record of "passed" or "not passed" a briefly stated general estimate of the scholarship of each student."

2-24-1900: Fac. Gr. Sch. AL&S: "In recording the work of graduate students, the same terminology (will) be used as in the case of undergraduate students, it being understood that all grades below C are equivalent to not passed."

4-18-03: Report to the Junior College Faculty (A.L.& S.) indicates that many instructors are using "plus and minus signs" not authorized in the marking system.

11-3-06: A committee (Vincent, Davenport, MacClintock, Mann, and Goode) of the Junior College Faculty (A.L. & S.) submitted a report on "Raising the Standing of Scholarship". First mention of "honor predicts", now "grade points". A Commission (of nine) on Scholarship was appointed to consider the entire question.

1908, Spring Quarter: 11 of the 179 instructors used, in addition to A, B, and C, (the only passing grades provided for in the University marking system) plus (+) or minus (-) or both, to designate the superior and inferior students in a group.

5-20-08: The General Faculty: Report of Commission on Scholarship, recommending a marking system substantially as we have it at the present time, adopted.

2-11-11: Faculty of the Graduate Schools of Arts, Literature, and Science voted to discontinue the use of "honor points".

3-11-11: Faculty of the Graduate Schools (A.L. & S.) voted that instructors may use P (passed) and N (not passed) but "with request that wherever practicable, the grade marks (college system) be employed."

1892-1911: Grades not reported to students.

1-14-11: Faculty of the Colleges of Arts, Literature, and Science, based upon an extensive survey by a commission headed by Dean Tufts "voted, that students may receive their grades upon application to the Recorder."

1-13-20: Faculty Coll. A.L.& S.: Committee of local chapter of Am. Assn. of Univ. Professors submitted recommendations of "Modification of System of Reporting Marks to Students." (No action was ever taken on this report).
### Table I. The Percentage of Marks Given in Five Departments, Winter Quarter, 1907. (Old System)

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Marks</th>
<th>Per cent of Marks</th>
<th>Cond.</th>
<th>Fail</th>
<th>Inc.</th>
<th>No Grade</th>
</tr>
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<tbody>
<tr>
<td>Education</td>
<td>946</td>
<td>14.2 44.0 34.7</td>
<td>4.1</td>
<td>.2</td>
<td>.8</td>
<td>2.0</td>
</tr>
<tr>
<td>English</td>
<td>1404</td>
<td>13.5 30.2 46.3</td>
<td>3.1</td>
<td>3.0</td>
<td>1.8</td>
<td>2.1</td>
</tr>
<tr>
<td>Geology</td>
<td>260</td>
<td>13.5 57.3 21.2</td>
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<td>.4</td>
<td>1.5</td>
<td>0</td>
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<tr>
<td>History</td>
<td>860</td>
<td>25.1 38.5 25.1</td>
<td>7.1</td>
<td>2.1</td>
<td>.0</td>
<td>2.1</td>
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<tr>
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<td>37.7 23.8 30.2</td>
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<td>1.8</td>
<td>.0</td>
<td>1.0</td>
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</table>

### Table II. The Percentage of Marks Given in Five Departments, Winter Quarter, 1909. (New System)

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Marks</th>
<th>Per cent of Marks</th>
<th>Cond.</th>
<th>Fail</th>
<th>Inc.</th>
<th>No Grade</th>
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</thead>
<tbody>
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<td>432</td>
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<td>.2</td>
<td>0</td>
<td>1.6</td>
<td>.2</td>
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<tr>
<td>English</td>
<td>806</td>
<td>11.1 60.8 21.7</td>
<td>1.9</td>
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<td>1.5</td>
<td>.8</td>
</tr>
<tr>
<td>Geology</td>
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<td>20.3 60.3 15.8</td>
<td>.4</td>
<td>2.0</td>
<td>1.2</td>
<td>0</td>
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<tr>
<td>History</td>
<td>596</td>
<td>24.5 59.1 12.6</td>
<td>1.3</td>
<td>.8</td>
<td>.8</td>
<td>.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>172</td>
<td>20.4 55.7 19.2</td>
<td>2.9</td>
<td>1.2</td>
<td>0</td>
<td>.6</td>
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</table>

### Table III. Summary of Marks Given in the Five Departments Combined, in the Winter Quarters of 1907 and 1909.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Marks</th>
<th>Old: A</th>
<th>A&amp;-</th>
<th>B, B-, C</th>
<th>C &amp; D</th>
<th>Cond.</th>
<th>Fail</th>
<th>Inc.</th>
<th>No Grade</th>
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</thead>
<tbody>
<tr>
<td>1907</td>
<td>3868</td>
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<td>35.4</td>
<td>4.7</td>
<td>1.3</td>
<td>1.8</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>1909</td>
<td>2253</td>
<td>18.1</td>
<td>61.3</td>
<td>18.2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.2</td>
<td>.6</td>
<td></td>
</tr>
</tbody>
</table>

### B. Distribution of Marks in Courses in Four Departments in which a Minimum of 100 Grades per Course Were Turned in by Any Instructor During the Period 1920-23.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Marks</th>
<th>Per cent of Marks</th>
<th>Cond.</th>
<th>Fail</th>
<th>Inc.</th>
<th>Prov.</th>
<th>No.</th>
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</thead>
<tbody>
<tr>
<td>Education</td>
<td>1318</td>
<td>5.0 12.7 28.6 34.1</td>
<td>113.0</td>
<td>2.9</td>
<td>.7</td>
<td>0</td>
<td>.3</td>
</tr>
<tr>
<td>English</td>
<td>1649</td>
<td>1.8 8.2 19 23.4 22.4</td>
<td>9.8</td>
<td>5.3</td>
<td>.1</td>
<td>4.6</td>
<td>4.9</td>
</tr>
<tr>
<td>History</td>
<td>3081</td>
<td>3.2 10.7 21.2 23.5</td>
<td>19.4</td>
<td>8.4</td>
<td>4.4</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Math.</td>
<td>1399</td>
<td>11.9 14.7 18.7 15.1</td>
<td>16.7</td>
<td>10.5</td>
<td>6.5</td>
<td>2.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Average</td>
<td>7447</td>
<td>4.9 11.3 21.8 23.8</td>
<td>18.4</td>
<td>8.0</td>
<td>4.3</td>
<td>1.0</td>
<td>2.5</td>
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</table>
C. Distribution of Marks in All Junior and Senior College Courses in the Colleges of Arts, Literature, and Science. By Departments for the Autumn, Winter, and Spring Quarters, 1922-23.

<table>
<thead>
<tr>
<th>Dept't</th>
<th>Total Marks</th>
<th>A</th>
<th>A-</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>%</th>
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<tbody>
<tr>
<td>Phil.</td>
<td>650</td>
<td>5</td>
<td>2</td>
<td>14.8</td>
<td>27.1</td>
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<td>2.8</td>
<td>6</td>
<td>.5</td>
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<tr>
<td>Psych.</td>
<td>674</td>
<td>3.7</td>
<td>13.6</td>
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<td>28.6</td>
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<td>1.9</td>
<td>4.9</td>
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<td>8.8</td>
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<td>25.4</td>
<td>21.9</td>
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<td>4.8</td>
<td>1.1</td>
<td>1.8</td>
<td>4.3</td>
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<td>H. &amp; Adm.</td>
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<td>5.1</td>
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<td>Or. Lang.</td>
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<td>50.0</td>
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<td>3.8</td>
<td>.6</td>
<td>3.1</td>
<td>6.1</td>
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<td>33.7</td>
<td>18.7</td>
<td>10.6</td>
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<td>1.4</td>
<td>1.0</td>
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<td>8.3</td>
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<td>22.1</td>
<td>21.5</td>
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<td>0</td>
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<td>3.6</td>
</tr>
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<td>13.5</td>
<td>21.3</td>
<td>20.0</td>
<td>16.0</td>
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<td>4.4</td>
<td>1.5</td>
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<td>14.5</td>
<td>5.9</td>
<td>4.9</td>
<td>3.1</td>
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<td>Geology</td>
<td>701</td>
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<td>12.8</td>
<td>21.3</td>
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<td>19.3</td>
<td>10.1</td>
<td>7.1</td>
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<td>2.3</td>
<td>2.9</td>
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<td>9.5</td>
<td>17.6</td>
<td>24.2</td>
<td>25.4</td>
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<td>4.1</td>
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<td>12.8</td>
<td>23.6</td>
<td>27.4</td>
<td>16.3</td>
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<td>22.3</td>
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<td>8.0</td>
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<td>.3</td>
<td>0</td>
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<td>22.9</td>
<td>20.2</td>
<td>10.2</td>
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<td>2.5</td>
<td>1.6</td>
<td>.4</td>
<td>4.9</td>
</tr>
</tbody>
</table>

% of all 21,445 5.0 11.8 21.2 21.2 19.6 7.9 4.4 1.2 2.1 5.6
% of passing 19,529 5.5 13.0 23.3 23.3 21.5 8.7 4.9

Compare Distribution of Grades for all College Classes in Columbia University, with Thoro Passing Grades.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>(Cond.)</th>
<th>(Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>35%</td>
<td>40%</td>
<td>12%</td>
<td>6%</td>
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</tbody>
</table>
Report is made to the high school principal showing for each student admitted from his school 1) the final grade in each subject, and 2) the average of the entire class in the same subject for each course pursued in the first year. The following affords a comparison of the reports (1) which were made in the case of four typical students, selected at random, and (2) which would have been made under the three-letter system. The two columns under No. 1 show the actual report which was made. The two columns under No. 2 show what would have been made under the three-letter system without grade points.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Fin. Gr. Av. of Cl.</th>
<th>Fin. Gr. Av. of Cl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist. 2</td>
<td>3</td>
<td>2.5</td>
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<tr>
<td>Rom. 1</td>
<td>5</td>
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</tr>
<tr>
<td>Eng. 1</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Pol. Econ. 0</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Hist. 3</td>
<td>1</td>
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</tr>
<tr>
<td>Eng. 40</td>
<td>0</td>
<td>2.5</td>
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<tr>
<td>Pol. Econ. 1</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Pol. Sci. 1A</td>
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<tr>
<td>Eng. 41</td>
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<table>
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<th>Fin. Gr. Av. of Cl.</th>
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</thead>
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<td>2.5</td>
</tr>
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<td>Hist. 1</td>
<td>5</td>
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</tr>
<tr>
<td>Pol. Econ. 1</td>
<td>3</td>
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</tr>
<tr>
<td>Hist. 2</td>
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<td>3.0</td>
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<tr>
<td>Eng. 2</td>
<td>4</td>
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</tr>
<tr>
<td>Hist. 3</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>Pub. Sp.</td>
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<td>3.0</td>
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<tr>
<td>Eng. 5</td>
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<td>3.5</td>
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<table>
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<th>Student C:</th>
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<tr>
<td>Eng. 1</td>
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<tr>
<td>Greek 1</td>
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</tr>
<tr>
<td>Hist. 1</td>
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<tr>
<td>Hist. 2</td>
<td>4</td>
</tr>
<tr>
<td>Greek 2</td>
<td>4</td>
</tr>
<tr>
<td>Geog. 1</td>
<td>4</td>
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<td>Hist. 3</td>
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<td>Soc. 80</td>
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<td>Greek 3</td>
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<table>
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<th>Student D:</th>
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<tr>
<td>Pol. Econ. 0</td>
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</tr>
<tr>
<td>Eng. 1</td>
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</tr>
<tr>
<td>Phys. 3</td>
<td>4</td>
</tr>
<tr>
<td>Pol. Econ. 01</td>
<td>6</td>
</tr>
<tr>
<td>Phys. 4</td>
<td>4</td>
</tr>
<tr>
<td>Geog. 3</td>
<td>4</td>
</tr>
<tr>
<td>Pol. Econ. 1</td>
<td>4</td>
</tr>
<tr>
<td>Phys. 5</td>
<td>3</td>
</tr>
<tr>
<td>Geog. 5</td>
<td>4</td>
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</tbody>
</table>

*/ equals plus*
<table>
<thead>
<tr>
<th>Date</th>
<th>Disease</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
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</tbody>
</table>

**Note:** The table above is a summary of symptoms reported by patients over a period of time. The data includes dates, disease types, and symptom descriptions. Further analysis is required to understand the trends and effects of the diseases on the population.
Number of institutions reporting - 152.

Group I - 77 use "the letters A, B, C, and D for the four grades above passing, and either E or F or both E and F for conditions and failures."

" II - 18 have same system as Group I, substituting other letters (or figures) such as E(excellent), G(good), M(medium), and I(inferior).

" III - 18 "similar to Group I with the addition of plus or minus which enables them to use from 6 to 12 passing grades."

Total of Groups I, II, and III - 113.

Group IV - 2 have 5 letters for passing and one for failure.

" V - 21 use percentage system.

Total with 4 or more symbols for passing - 136.

Group VI - 16 use three symbols for passing and one for failur

Extract from "The Report on Undergraduate Education of the Dartmouth College Senior Committee"

"The Committee does not recommend the abolition of the marking system as suggested by some who feel that the root of the college problem lies here. The Committee, on the contrary, feels that a marking system must of necessity be a part of the administrative machinery of the college. It would urge one change, however: that there be five passing groups instead of four.

"Under the present system A, B, C, and D are passing grades. This provides no middle group. The Committee feels that there should be such a middle group. We feel that there should be a middle passing grade with two above and two below supplemented by one failing grade. This might be arranged for under the present alphabetical nomination with C the middle group, with A and B above, D and E below, and F the failing group. Or the nomination might be changed to a numerical system with five groups passing and one failing.

"A change of this sort, the Committee feels, will be fairer to the large group of students who are now classified under C."
Comparison of record sheets of 3 students with record sheets of same students translated into terms of proposed system. Under each figure - 1, 2, 3, etc. is shown the record of 1st, 2nd, 3rd, etc. quarter in the University.

<table>
<thead>
<tr>
<th>Student X</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>A.L. &amp; S.</td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>G</td>
<td>G</td>
<td>C</td>
<td>C</td>
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<td>E</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>E</td>
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<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>E</td>
<td>B</td>
<td>C</td>
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<td>L</td>
<td>M</td>
<td>M</td>
<td>L</td>
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<td>L</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Student Y</td>
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<td>B</td>
<td>C</td>
<td>C</td>
<td>B</td>
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<td>B</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
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<tr>
<td>C &amp; A Pres. S.</td>
<td>B</td>
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<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
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<tr>
<td>Student Z</td>
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<td>B</td>
<td>C</td>
<td>D</td>
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</table>

For differences shown by present system when the proposed system would show none, compare,

1. for student X - 2nd Quarter with 12th Quarter.
2. for student Y - 3rd Quarter with 6th Quarter.
3. for student Z - 1st or 9th Quarter with 5th Quarter.
Mr. Trevor Arnett,
Vice-President,
The University of Chicago,
Chicago, Illinois.

I have in mind a plan which I think
may be of interest to you. About the situation in that office
and at the same time solve another problem or
two, but I am wondering whether your investigation will lead you to a
study of the organization of Mr. Payne's office.

I presume that you are familiar with the general
circumstances and know that he holds several different
offices that are not so related that they are necessarily held by the same person. You are doubtless
also aware that there has been some question as to
the wisdom of his handling of his assistants,
particularly in relation to salaries. Probably
Mr. Plimpton will have informed you that certain
increases in salary recommended by him last summer
were agreed to by the Committee on Expenditures
not because they felt sure they were justified in
themselves but because they were unwilling to cripple
Mr. Payne's office just at the opening of the Autumn
Quarter; and that Mr. Payne was notified of this fact
and informed that before many months a thorough
study would be made of his office. That study has
not been made and whether it is practicable for you
to include it in the scope of your study, I am not
sure. I would be glad if that were the case.

It has probably also been known to you
that Mr. Gurney has not been wholly satisfied with
the administration of Mr. Payne's office, especially
as it refers to himself and his assistants. I should
think you would want to get Mr. Gurney's point of
view, though of course forming your own estimate of
its value.

Another division of the University which
I have felt for a long time ought to be investigated
is the Board of Recommendations. I hope it will be
Trevor Arnett - 2

The Hollywood
Southern Pines, N. C.,
January 31, 1926.

Trevor Arnett,

possible for you to give us some light on that situation, city of Chicago,
Chicago, Illinois.

I have in mind a plan which I think might straighten out the situation in that office and at the same time solve another problem or two, but I am aware that my knowledge of the situation is very imperfect and I should be glad to have it much increased before any definite steps are taken.

I presume that you are familiar with the general situation and know that he holds several different offices that are not held necessarily by the same person. You are doubtless also aware that there has been some question as to the wisdom of his handling of his assistants, particularly in relation to salaries. Probably Mr. Plimpton will have informed you that certain increases in salary recommended by him last summer were agreed to by the Committee on Expenditures not because they felt sure they were justified in themselves but because they were unwilling to cripple Mr. Payne's office just at the opening of the Autumn Quarter; and that Mr. Payne was notified of this fact and informed that before many months a thorough study would be made of his office. That study has not been made and whether it is practicable for you to include it in the scope of your study, I am not sure. I would be glad if that were the case.

It has probably also been known to you that Mr. Gurney has not been wholly satisfied with the administration of Mr. Payne's office, especially as it refers to himself and his assistants. I should think you would want to get Mr. Gurney's point of view, though of course forming your own estimate of its value.

Another division of the University which I have felt for a long time ought to be investigated is the Board of Representatives. I hope it will be
The Kipling Press

Bournemouth Place, N.C.

1965

I have in mind a plan which I think
might act as an answer to your suggestion in your letter of 15th January.

I am aware that the information you require is not within the scope of the
Committee's work, but I would like to offer you some advice on the
question of copyright. The information was intended for the information of the
Committee on the subject of copyright, and was not intended to be
published in the Letter to the Lord Chancellor. However, I hope that
the advice may be of some use to you.

If you would like further information, I would be happy to provide it.

Yours sincerely,

[Signature]
March 15, 1924.

My Dear President Burton:

You may recall my having an interview with you last autumn concerning two personal matters: 1) the possibility of being able to cross the water to meet my son in the summer of 1925, and 2) the status that I might occupy on reaching the age of seventy years, which will be in 1926. At your kind suggestion I wrote to you about these questions in November last.

Your reply concerning the former was duly received and acknowledged. With regard to the latter you stated orally your expectation that when the time came I would not find an unsympathetic Administration or an unsympathetic Board of Trustees. In February during your absence I received the following letter:

February 19, 1924.

Mr. F. J. Gurney,

Faculty Exchange.

Dear Mr. Gurney:

At a meeting of the Board of Trustees held February 14, 1924, the following report was adopted:

"In view of Mr. Gurney's long service, which has extended over a period of over twenty-five years, it would be proper to allow him a pension, and it is suggested that the amount be $1,000 per annum. Should
January 14, 1950

In your previous letter...

Yours truly,

[Signature]
hereafter a general pension plan be adopted for adminis-
trative officers under which a larger pension than that
indicated would be available for Mr. Gurney, it is
recommended that such larger sum be substituted."

Yours very truly,

(Signed) J. S. Dickerson
Secretary.

This letter was quite a surprise to me. I had not
expected that any action would be taken until 1926 and I had
planned, as I said to you, to ask that regular appointment be
continued to December 31 of that year in order that the difficult
and crowding work of the summer and autumn might not fall upon an
inexperienced person, and also for certain personal reasons. Why
action has been taken so early is not apparent. Moreover, this
letter leaves me uncertain as to whether or not my active service
is to continue beyond the current year. If I am to be dropped at
the end of this year I shall be left stranded and for no apparent
reason. I have the work in hand better than at any time in the
past and am in better health and strength by far than I was ten
years ago.

Again, I had thought that if I was deemed worthy of a
retiring allowance when the time came, it would be on the same basis
as if I were working under a faculty title, as set forth on page
23 of the Annual Register. I question whether the Trustees know
what my work has actually been during the years and what it now is,
and I am quite sure that they are not at all aware how completely
The text on the page is not legible due to the quality of the image. It appears to be a page from a document written in English, but the content cannot be accurately transcribed or translated.
my entire time and strength and attention have been devoted to it, already more than thirty years, not merely "over twenty-five years," as stated in Mr. Dickerson's letter.

Within a short time after I began work under regular appointment September 1, 1895, the entire business of the permanent records of students' work was put into my hands. The scanty material and the slight beginnings of method existing at the end of the University's first year were turned over to me with hardly a suggestion as to further operation. I developed the methods as the needs arose. The successive heads of the office left the work entirely to me and simply approved and commended the various items as they were developed. The numerous and increasingly intricate regulations adopted by the faculty bodies year after year were met by corresponding applications and developments in method and operation. The suggestions of value that have been made from time to time by members of the office have fallen to me to be worked out. The system as it now exists, the developing of it, and the operating of it during the years and at the present time,—these are my contribution to the administrative work of the University, and practically mine alone. Commendation has repeatedly been received from Presidents, from Deans and other officials, and from officials of other institutions, and, so far as I can recall, there has never been one word of unfavorable criticism.

To this work I have given myself as completely as it was possible to do. Long days have been the practically unbroken rule from September 1, 1895, to the present, and repeatedly for
Within a short time after I began my present teaching duties at the University of Wisconsin, I realized that the problems of the American university were different from those of the college. The faculty were teaching to a larger audience than in the college, and the problems of student life were of a different nature. The atmosphere was more formal, and the students were more mature and serious.

In order to adapt to these new circumstances, I developed a number of innovations in my teaching practices. I began to use more active methods, such as group discussions and case studies. I also began to incorporate more modern literature into my courses. I tried to make my lectures more interactive and engaging, and I encouraged students to participate actively in class.

I also began to develop a new curriculum, one that was more focused on the practical aspects of education. I tried to balance the traditional liberal arts courses with more vocational and practical subjects. I believed that this would better prepare students for their future careers.

In conclusion, I believe that the American university is in a period of transition. We must adapt to new circumstances and develop new strategies in order to continue to provide a high-quality education for our students.
months at a time it has been from 8:00 A.M. to 6:00 P.M. This has been supplemented by long evenings innumerable, often almost continuously for months together. It has been my practice regularly to work all day Saturday and the majority of the holidays during the entire period have been spent at my desk. In short, I have given all my time and all my strength throughout these years to the service of the University. I have not at any time during these more than thirty years spared either myself or my time in this work, and I am confident that there is no one in any of the offices who has put in anywhere near such long hours regularly month after month year in and year out.

So when this communication from Mr. Dickerson was received telling me, practically, that after all I am considered to have done only half rate service and that when retirement comes, either at the end of this year or in the near future, I shall be obliged to seek employment elsewhere in order to make up a living income, it quite took the tuck out of me. The information reached me one noontime, and that afternoon I could hardly do my work, the rebuff made me so heartsick. Both the estimate placed on my work and the financial prospect fill me with dismay. I have had and still have my domestic responsibilities as other men have. It has not been possible to lay by any considerable amount. I began at $50 a month and only in recent years has there been an appreciable balance over yearly expenses.

It is extremely distasteful, Mr. President, thus to set forth my own services, and I feel humiliated in doing so. Also
I regret very much to take any of your time and attention to consider the case. In the circumstances, however, I do not know what else to do, and it is for this reason that I am now laying it before you.

I remain

Yours sincerely,

[Signature]

Assistant Recorder
I regret very much to have waited so long, and am anxious to
continue the case. In the meantime, however, I do not know
what steps to take, and I am in your hands to learn what I can do.

If possible, join

[Signature]
MATTERS FOR FACULTY DISCUSSION AND ACTION, 1924-1925

1. Raising the probation level
2. Grading system
3. Special treatment for leading students
4. Quality of instruction in elementary courses
5. General college policy
Matters for Faculty Discussion and Action, 1931-1932

1. Retain the motion picture level
2. Strengthen science
3. Special training for teaching education
4. Quality of instruction in elementary courses
5. General college policy
1. RAISING THE PROBATION LEVEL

Moved, that the regulations adopted by the Faculty of the Colleges of Art, Literature, and Science on February 8, 1915, to the effect that a student be placed on probation

"when at the close of (his third or) any subsequent Quarter, his entire record, exclusive of credit in Physical Culture, is more than four grade points below the normal minimum of two per major taken"

be amended by the omission of the words

"more than four grade points".

Moved, that the regulation as amended be first applied at the end of the Winter Quarter, 1925.
2. GRADING SYSTEM

Resolved, that this faculty approves in principle the plan of the simpler grading system as set forth in the "Plan for a Simplified Grading System" of which copies have been distributed to the faculty.

Moved, that the Dean of the Colleges be requested to confer with the Deans of the other Undergraduate faculties with a view to securing unanimity of action in this matter.
GRADING SYSTEM

Resolving that this faculty approve in principle the plan of the simple grading system as set forth in the "Plan for a Grading System of Which Co-eds Have Seen the Future to the Faculty."

Know that the Dean of the College do recommend to council with the Dean of the Office Undergraduate Student with a view to reconsider swiftness of action on this matter.
A PLAN FOR A SIMPLIFIED GRADING SYSTEM

The present system is unsatisfactory.

A. It contains so many grades that instructors tend to grade over only a part of the scale, generally the higher part. This has been shown by statistics collected by the School of Education.

B. A very important object of grading is to point out to the Deans cases which require special administration. The administrative officers feel that the present system serves rather to obscure than to distinguish such cases.

C. The system disposes the student to think of his college course in terms of grades and grade points. The official insistence upon gradation tends to make him think more of the measurements than of the thing measured. The system constitutes a considerable and distracting factor in the student's thought, and a large element in his conversation with fellow student's. It leads in large extent to the election of courses with reference rather to the securing of grade points than to the inherent value of the courses. It results often in the belief that the instructor has been unjust; and this belief in turn creates an attitude of hostility which prevents work of the right sort.

Most grades moreover fall within the range indicated by the letters C, B-, and B, and it is therefore upon divisions within this range that thought, words, and feeling are most freely spent; yet this is precisely the range in which subdivisions are of the least real importance; for it is the general field which intervenes between danger and distinction.

From the foregoing statements it will appear that the present system is unsatisfactory from the standpoint of the instructor, from that of the administrative officer, and from that of the student.

The following plan is now proposed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Passed High</td>
</tr>
<tr>
<td>M</td>
<td>Passed Medium</td>
</tr>
<tr>
<td>L</td>
<td>Passed Low</td>
</tr>
<tr>
<td>F</td>
<td>Not Passed</td>
</tr>
</tbody>
</table>

This system answers all the questions that are in point of fact needed for the differential treatment of the students. For those questions are, first, "Did the student pass or not?"; second, "If he passed, did he pass
--A PLAN FOR A SUPPLEMENTAL GRADING SYSTEM--

...The present system for grading is not only inefficient but also inadequate. It contains too many grades and the information found on the report card is not clear...A new system, however, could be designed to better meet the needs of the college. Such a system would...allow for more accurate and meaningful grading...If the new system is to be effective, it must be implemented with...careful consideration of the needs of the students...The following table shows the new system's...grades and the definitions for each level...
with such distinction as to merit differential treatment on that score?", and third, "If he passed, did he pass with so narrow a margin as to require differential treatment on that score?"

The adoption of this system would involve the following corollaries:

1. The disuse of gradepoints;
2. The statement of graduation requirements in the following terms: 636 majors passed; plus one extra major passed high or medium for each three majors passed low".

The experience of the enlarged staff of Deans, and the opportunities for more individual study of individual cases made possible by the enlargement of that staff, lead also to the following corollary:

3. That questions of dismissal, probation, and eligibility be left to the Board of the Colleges and the Deans, with the understanding that the levels will be essentially as at present.

On the average, twenty percent of those who passed would receive the grade "passed high"; sixty percent would receive the grade "passed medium", and twenty percent would receive the grade "passed low".

Former grades are to be translated into the new terms on the following plan:

A, A- = H
B, B- = C = M
C-, D = L
Page 5

The adoption of the axioms must involve the following concepts:

1. The axioms of exchange and
2. The axioms of inequality without exchange in the following sense: The axioms of exchange phase one extra value because they are not exchange because two.

The axioms of the supply side of income and opportunity for more unidentified value of indifferent cases were broken in the exchange of gain, merit, and local area of the following concepts:

- That extension of the same axioms, protection, and efficiency
- That extension of the same axioms, protection, and efficiency
- The axioms of the supply side of income and the demand with the extension of the same axioms: The axioms of the supply side of income and the demand with the extension of the same axioms.
3. SPECIAL TREATMENT FOR LEADING STUDENTS

Resolved, that this faculty approves the principle of special treatment for leading students; and that it approves in general the suggestions made in the report of the Committee on Leading Students, of which copies have been distributed to the faculty.

Moved, that the President appoint a standing committee of five on "Special Treatment for Leading Students", which committee shall gather and disseminate to the members of the faculty suggestions relating to this matter; and shall propose systematic action if at any time such action shall seem desirable.
COMMITTEE ON LEADING STUDENTS

REPORT

The general experience of the members of the committee and the special reading done by them in connection with this investigation have bred in them certain convictions. They believe that classes of heterogeneous membership and the lack of differential treatment for individual students result in failure to develop the abilities of students of unusual promise; and that this failure is in large part responsible for the widely lamented lack of leadership in American life. They are also convinced that the liberation of the dynamic power latent in choice spirits among the student body cannot be fully achieved by any mechanism. Because the materials to be dealt with are complex and intangible, the means for handling them must be largely personal and highly flexible. But it is thought that the plans here suggested may be so worked out by departments, by individual teachers, and by administrative officers as to lead to very valuable results.

The choice of the term "leading student", in place of Definition "superior" or "gifted student" (terms widely used in the literature of the subject), stresses the possession of qualities other than the purely intellectual and the aim of contributing those qualities to the public good.

In general, the leading student is one who is an efficient searcher for truth for the sake of its human values. Specifically he is one who possesses in notable degree a considerable number of the qualities which imply leadership, such as:

1. Health of body
2. Appearance
3. Manner (bearing)
4. Attractiveness (charm)
5. Technical ability (workmanship, dexterity)
6. Power of expression
7. Accuracy of observation
8. Perseverance
9. Power of concentration
10. Sense of proportion [including a sense of humor]
11. Intellectual curiosity
12. Power of initiative
13. Ability to reason, comprising
   a. Possession of facts
   b. Analysis of facts
   c. Synthesis of facts
   d. Interpretation of facts
14. Ability to co-operate
15. Moral cleanness
16. Honesty
17. Faith in knowledge
THE REPORT OF THE PRESIDENT OF THE COMMITTEE

The General Assembly of the members of the Committee

has considered the reports made by the Committee in connection with

the collection and transmission of information to the Secretary-General

through the various means available. It has been agreed to

settle the question of the transmission of information in the following manner:

that the Secretary-General shall receive information through the various

means available and shall transmit it to the member states through the

Secretary-General's office. The Secretary-General shall then

forward the information to the member states for action.
18. Purposefulness
19. Vision
20. Love of one's fellows

The committee believes that the search for and the recognition of such qualities as these in the students under his care is a chief duty, as it is the high privilege, of the teacher and the administrative officer.

The teacher has opportunities for such search and recognition in the contacts afforded by the classroom, and in the mental contacts afforded by the reading of various written material.

The deans have other opportunities. In the case of new registrants they may—and do now—consult the data afforded by the Selective Admission blanks. These data might be supplemented by asking High School principals, early in October, for special lists of such of their students matriculated with us as they deem leaders in the terms of our definition. In all cases, the dean has the opportunities of discovery afforded by the regular quarterly consultations with students involving examination of each student's record. In many cases special consultations add to these opportunities.

In the case of the entering class, exemption from English I constitutes a prima facie indication of general excellence.

The deans should communicate their findings to the instructors, normally by means of the Personnel Summary sheets introduced in the Autumn Quarter, 1924; and the instructors should report their findings to the deans, by means of notations on those sheets, or by special message. A card list of students regarded as leading students should be kept in the dean's office, and special care should be taken in the collection of significant personnel material for these students.

Sectioning on the basis of ability is recommended for courses having two or more sections meeting at the same hour. In the opinion of the committee it should be used in those Junior College courses in which material is standardized and in which content is given greater emphasis than skill. The underlying principle of the scheme is that each student should be kept at his highest level of achievement. It can be cogently argued that the practice of sectioning is of great value to the average or poor student. But since the concern of this committee is with the student of special promise, it is sufficient to point out here the development through legitimate competition and through concentrated mental activity which comes to one liberated from the requirement of sitting day after day under instruction devised for thinner minds.
The committee believes that the section on the recognition of such efforts as those in the Bombay mercury method and of the character and severity of the practice of 'influence' to some extent, as well as in the high

precocity of the section and of the evidence and of the evidence of the recognition of the committee's efforts on the occasion of

In the case of the committee's efforts on the occasion of

The section has opportunities for more benefits and

In the case of the committee's efforts on the occasion of

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The committee's efforts on the occasion of
Assignment to a section may be made on various grounds. A student may be assigned on his entrance record in the subject. He may be subjected to preliminary tests as is now done in English I. He may be placed after a period of regular class work. His previous record in the department may be consulted. In any case, the result should be that he is with his approximate equals and doing work designed to meet the needs of a homogeneous group of a particular capacity.

The assignment to a section should be always clearly announced at the outset as tentative. This tends to allay resentment, in the case of a student who thinks his rating too low, and allows him to feel that he has a chance to rise. Though it is not judged advisable, with the quarter system, to have a regular period at which members may be shifted from one section to another; it is of the essence of the system that it shall be flexible; and an individual should be shifted whenever such a change is plainly to be desired.

A sectioned course should be supervised by an experienced instructor, who may himself meet the group of ablest students. He might meet the whole course once a week. It is quite possible that the leading section may need to meet less often than the others, at least after the opening sessions of the quarter. In this way the instructor of that section is set free for other activities, perhaps for the work of supervision. When the scheme of sectioning is being tried out with a course, the organizing instructor should obviously have a light departmental program, that he may be free to develop team work among the instructors. It will undoubtedly require of an instructor teaching sectioned courses more time than is demanded by the same course unsectioned. The work will also undoubtedly be more rewarding. And the extra time may even be returned to him through arrangement for repetition of work; e.g., each instructor may give certain lectures to the group, or each may handle a given part of the conference, field, or laboratory work.

In courses which do not lend themselves to sectioning, the individual leading student may be encouraged to attain and maintain his best pace in various ways. He may be released from certain requirements, as from drill, from daily class attendance, or from attendance upon certain days specified to him by the instructor. He may be given departmental permission to drop a course and pass into a more advanced one. Certain substitutions should be permitted him. At his option he may, instead of taking the final examination, make a review of the course, the completion of the review to be reported to the instructor. Through co-operation between the departments and the deans he may be allowed to substitute special work for required courses, as in sequences.

The most complete general discussion of sectioning on the basis of ability is the report on that subject by Committee G of the American Association of University Professors, published in the Bulletin of that Association for October, 1923.
The excerpt from the document is not fully visible due to the cropping of the image. However, it appears to be discussing sections and their relationships, possibly in the context of a larger text or an academic paper. The text seems to be dense and technical, possibly dealing with a specific discipline or field of study.

Some visible parts of the text include references to sections, their significance, and possibly the construction or assembly of these sections. The text seems to emphasize the importance of understanding and organizing these sections to achieve a comprehensive understanding of the subject matter.

Due to the partial visibility of the text, a full transcription or detailed analysis cannot be accurately provided.
He may be stimulated through special assignments and special (not necessarily longer) reading-lists. He may be given personal conferences or small-group conferences with his instructor. Whenever possible he should be given opportunity to make excursions into the field in which the course which he is taking lies. Special library and laboratory facilities should be granted to him. An opportunity to do more than the required work in the laboratory, admission to the library stacks, the use of special loan collections of books without fee are recommended.

Invitation courses may be established—either inter-departmental courses for students of general excellence, such as the special invitation Freshman course offered in the Autumn and Winter of 1924-1925 or special departmental courses. (The allied question of a special "Honors" curriculum is not raised in this Report.)

A practical and prized privilege, already twice successfully tried out, is that of priority registration. Another recommended is that of registration for more than the normal amount of work for credit, on written recommendation of the department and approval of the medical office. (The present so-called "honors courses" are unproductive and should be abolished.)

Some of the most valuable encouragements are those which are still more personal. Such encouragement cannot be given without the sacrifice of time on the part of the instructors oftentimes engaged in matters of great import. But it is the earnest conviction of the committee that not only acts of thoughtfulness and confidence, like the lending of books, or the exhibition of personal experiments in research, but also the offering of individual hospitality and fellowship are among the legitimate rewards of promise.

The opportunity for individual encouragement presents itself, of course, to deans as well as to instructors.

Groups and Oftentimes studious undergraduates with much in common Honor do not know each other at all, and they rarely have that personal societieal social contact with their instructors which we of the older, smaller, more leisurely days remember as among the bountiful influences of our education. We have in Arts, Literature, and Science nearly three thousand undergraduates living widely scattered. The bringing together of like spirits under conditions which foster the quickening of ideas is a benificent office which instructors and deans are in a position to perform.
A practical and useful privilege is to observe the study of a particular field. A faculty or department can learn to develop its curriculum, improve courses, and foster a sense of academic excellence. The ability to observe the interaction, observation, and reflection on lectures and seminars is particularly valuable. The observation can be more frequent, and the faculty can learn to develop a sense of academic excellence.

Students and faculty can benefit from the observation of lectures and seminars. The observation can be more frequent, and the faculty can learn to develop a sense of academic excellence. The observation can be more frequent, and the faculty can learn to develop a sense of academic excellence.

The opportunity for frequent observation process provides a unique opportunity to develop a sense of academic excellence. The observation can be more frequent, and the faculty can learn to develop a sense of academic excellence. The observation can be more frequent, and the faculty can learn to develop a sense of academic excellence.
Such small groups have been brought together to mutual profit and delight in faculty homes, and the practice should be extended. If a fairly small group of outstanding students could meet once a year with the President of the University, in an informal way, about an open fire, the occasion could be made one to justify the expenditure of time and energy on the part of even so important and weightily occupied a University officer. It is possible for such groups to do for a student informally during all his college life what Phi Beta Kappa seeks to do formally in the last year.

The development of Phi Beta Kappa as an undergraduate organization is clearly a move in the right direction, and its influence should be extended. The committee is in hearty agreement with the comparatively new plan whereby persons to the number of not more than five may be elected annually on the basis of a standing of four grade points per major taken plus a record of leadership. (The "regular" basis is four and a half grade points for thirty-three majors, or five for twenty-seven.)

Students holding honor scholarships as a result of excellence in the work of the first year or in the work of individual departments may well be organized or met informally in special groups, and may appropriately be invited to be present at meetings of Phi Beta Kappa, or at special dinners.

In the case of the students granted honor scholarships for excellence in the work of the first year, the Committee suggests that elements other than high grades be considered in the selection of the candidates; that the appointees be given a special name, as "Collegiate Scholars," and that they be encouraged to form a local honor society, with adequate and attractive provision for meetings granted by the University.

The attainment of honorable undergraduates distinction should have more publicity than is at present given to any students other than athletes. This should not be given so much for reward to him who achieves as for incentive to his fellows. The greatest value of publicity of honors lies in its stimulus to the ambition of students with dormant powers.

Entering Freshmen should be given full information concerning honor societies and the conditions governing the award of honors. A booklet concerning Phi Beta Kappa, Sigma Xi, and other societies, giving an account of their history, character, ideals, and membership, should be freely distributed among them. It should include the roll of honor for the preceding year. And lists of students awarded honors should be announced not only in Convocation programs, as now, but in the Maroon and in the University Record.
The development of a positive attitude toward the natural sciences and the importance of scientific research to the welfare of the country have been recognized as essential to the scientific community. It is essential that the students are provided with a sound education in science and that they are encouraged to pursue careers in scientific research. The curriculum should be designed to provide a broad foundation in the sciences, with emphasis on the development of critical thinking and problem-solving skills. The importance of science education cannot be overstated, as it is a key component of our national well-being.

In order to achieve excellence in the field of science, it is important that the students are provided with excellent instruction and guidance. The faculty should be knowledgeable and enthusiastic about their subject matter, and they should be committed to the education of their students. The students should be encouraged to participate in scientific research, and they should be provided with the necessary resources to do so. The importance of science education cannot be overstated, as it is a key component of our national well-being.
There are also to be considered the recognition and rewards involving money. The committee believes that poverty has been relatively too much considered, promise relatively too little, in the granting of the scholarships and loans.

For those leading students who must have more than their tuition fees if they are to remain in the University and do their best work, there should be awards comparable financially to our present fellowships. These distinguished students should not be lost to us nor their work impaired by necessity of outside labor. The committee agrees that "instead of fearing that money cannot be found to finance opportunities for students of unusual ability, we might rather have an expectation that financial aid can be secured for this cause very easily. - more readily than for general endowment." (1)

There remain loans. At present several funds provide loans, without interest, repayable at any time. Efforts should be made to enlarge these, and the leading student should have a prior lien.

Nor should our attention cease with the graduation of such students. They should receive the best possible advice with reference to continued education, or assistance in obtaining positions suitable to their talents, training and aims.

The faculty should have a standing committee on the special treatment of leading students. It should be the duty of this committee to gather information as to methods in use here and elsewhere, to disseminate such information to members of the faculty, through a special annual faculty meeting or otherwise, and in general to further the development of such plans as those suggested in this Report.

It is no part of the desire of the Committee to plan a college exclusively for superior students. It is entirely possible to give rich natures the nutrition they need without starving the "multitudinous mediocre". Indeed, the great mass of students will in the long run indubitably profit, for a trained mind is a fecundating influence. Sent out into the world, the possessor of such a mind will as teacher, as parent, as doer and thinker in whatever field he enters, be a force of light and leader, sending back in his turn to the colleges those who can take with power the next stride forward.

(1) J. B. Johnston, in School and Society, Vol. 35
There are also many to be considered the recognition
and turning simple men. The committee believes
that poverty and poor education, for much consideration
boml's irritating fo All In the American at the
and some.

Local educational and home

For those learning students who may have more

The committee can do its best work by means of
consideration of educational performance, and on how to test
performing outstanding students and on how to fail

Data are very useful. More recently than for General

A print at least. At present several times,

or email addresses. They should receive the best teaching

not suitable. The print at least. At present several times,

Student should have a print. Then

A print at least. At present several times,

This should have a print. Then

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A print at least. At present several times,

A print at least. At present several times,

A print at least. At present several times,
If such minds are suffered to be content with less than their best, there is no check to the process of base-leveling. It is the heartening duty of the college instructor and administrator to see to it that the salt shall not lose its savor.

Respectfully submitted,

Edith F. Flint Chairman
B. C. H. Harvey
J. F. Morton
Elizabeth Wallace
D. S. Whittlesey
E. H. Wilkins
If any of the above students is absent, please make note in the student's record. If any of the above is absent, please notify the Dean of Student Affairs and the Registrar to see to it that the student is excused.

Respectfully submitted,

[Signatures]

R. G. Smith, Chairman
R. C. H. Hefley
J. E. Morton
Mississippi College
D. S. Mithileen
E. H. Milkhine
Recorder's report of changes of grade, recommended by instructors and approved by deans:

A. Physical Culture:

Bloomfield, Pearl: Winter quarter, 1923, E to B-, made up deficiency to satisfaction of Dept. recommended, Miss Dudley, approved, Dean Breckinridge.

Cuthbertson, William: Autumn quarter, 1923, C- to C. Reconsideration of case by instructor. Mr. White; approved, Dean Norton.

Gordon, N.S.: "No credit" to C.

Hallin, Louis J.: "No credit" to B.

Trebow, A.L.: F to C.

Autumn quarter, 1923, typographical errors, recommended, Dr. Reed, approved, Dean Field.

Hulbert, E.B.: Autumn quarter, 1923, D to C, misunderstanding on part of student with regard to attendance. Recommended, Major Barrows, approved, Dean Norton.

Walker, Jane: Winter quarter, 1922, E to B-, made up deficiency to satisfaction of Dept. Recommended, Miss Dudley, Approved, Dean Breckinridge.

B. Academic courses:

No reason given, F. J. Miller, instructor; approved, Dean Field.

Deutsch, Johanna: Autumn, 1923, English 1, D to C-
Kahn, Rebecca: " " " C- to C.
Reconsideration on the part of instructor, Miss Betts, approved, Dean Wallace.

Fosman, Rebecca: Autumn, 1923, English 1, C to E-, reconsideration on part of instructor, Miss Betts, approved, Dean Jones.

Fulton, William J.: Philosophy 4, Autumn quarter, 1922, E to Inc. Failed to hand in certain required papers, due to burden of self-support. Recommended, Mr. Mead, approved, Dean Whittlesey.

Hanus, George: Chemistry 3A, autumn quarter, 1923, C- to C; typographical error. Recommended, Mr. Schlesinger, approved, Dean Norton.

Hulbert, E.B.: Eng. 1, autumn, 1923, E- to B; no reason given, Mr. Ashenhurst, instructor, approved, Dean Norton.
Recommendation of promotion of grade, recommends
Instructions any awarding of grade, recommendations

A. Present Curriculum

B. Present Curriculum

C. Present Curriculum

D. Present Curriculum

E. Present Curriculum

F. Present Curriculum

G. Present Curriculum

H. Present Curriculum

I. Present Curriculum

J. Present Curriculum

K. Present Curriculum

L. Present Curriculum

M. Present Curriculum

N. Present Curriculum

O. Present Curriculum

P. Present Curriculum

Q. Present Curriculum

R. Present Curriculum

S. Present Curriculum

T. Present Curriculum

U. Present Curriculum

V. Present Curriculum

W. Present Curriculum

X. Present Curriculum

Y. Present Curriculum

Z. Present Curriculum
Man's report of changes of grade, recommended by
actors and approved by deans:

Social Culture:

DeCosta, E.J.: Zoology 5, autumn quarter, 1923, clerical
error; instructor, Mr. Newman; approved, Dean Hanvey. No up

DeCosta, E.J.: Zoology 5, autumn quarter, 1923, clerical
deficiency to satisfaction of Dept. recommended, Miss Dudley,
error; instructor, Mr. Newman; approved, Dean Hanvey.

Pettit, Russell: Philosophy 10, autumn quarter, 1923, C to B-
missing paper received. Instructor, Mr. Moore; approved,
Dean Whittlesey.

Jones, Autumn quarter, 1923, C to C. Reconsideration of
error by instructor. Mr. White; approved, Dean Norton.

Thorn, Vera: History 16, spring, 1923, E- to A-, clerical
error; recommended, Mr. Hilly; approved, Dean Flint.

Biology, Louis J.: "To credit" to B.

Weiss, E.: Zoology 5, Autumn quarter, 1923, C to B-
missing term paper "accounted for". Instructor, Mr. Good,
Newman; approved, Dean Whittlesey.

Hibbert, E.B.: Autumn quarter, 1923, D to C, misunderstanding
on part of Harvey student with regard to attendance.
Recommended, Major Barnes; approved, Dean Norton.

Walker, Jane: Winter quarter, 1923, E to B-, made up deficiency
on part of student's report. Recommended, Miss Dudley, approved,
Dean Breckinridge.

E. Academic courses:

Cook, F. E.: Autumn quarter, 1923, Latin 10, E to D- or.
No reason given, P. J. Miller, instructor; approved, Dean Field.

Deutsch, Johanna: Autumn, 1923, English 1, D to C-
Kahn, Rebecca: C to C. Reconsideration on the part of instructor, Miss Betts,
approved, Dean Wallace.

Fozman, Rebecca: Autumn, 1923, English 1, C to B-
Reconsideration on part of instructor, Miss Betts,
approved, Dean Jones.

Fulton, Wilma J.: Philosophy 4, Autumn quarter, 1923, E to
D-. Failed to hand in certain required papers, due to
burden of self-support. Recommended, Mr. Mead, approved,
Dean Whittlesey.

Kaminski, George: Chemistry 34, autumn quarter, 1923, C- to C
Vynali: declined cover. Recommended, Mr. Roesinger, approved,
Dean Norton.

Malloch, E.B.: Aug. 1, autumn, 1923, D- to B; no reason given.
Mr. Ackerman, instructor, approved, Dean Norton.
April 15, 1924.

My dear Mr. Gurney:

I am very sorry to have delayed a full month in answering your letter of March 15th. I am also, like my answer to your letter of March 15th.

First, let me call your attention to the fact that the action of the Board says nothing about the termination of your service. The occasion of it was your inquiry to me, if your retirement allowance was outside your service. The occasion of it was your inquiry to me, if your retirement allowance was outside your service. The occasion of it was your inquiry to me, if your retirement allowance was outside your service. The occasion of it was your inquiry to me, if your retirement allowance was outside your service. The occasion of it was your inquiry to me, if your retirement allowance was outside your service.

In the second place, may I call you attention to the fact that the action of the Board does not actually determine the amount of your retirement allowance, but gives you assurance that it will not be less than $1000. As I have said before, it is not a retirement, and names no date of retirement. It is a statement not of what your retirement allowance will be, but that whether our present retirement allowance system is or is not extended to him, was not approved by the Committee which recommended this action to the Board and I am not advised as to their precise reason for mentioning this sum, but I suspect that it may have followed the precedent established for persons in your position if a system is established, you individually may be assured that you will be kept in the case of Dr. Parker.

That you may understand the whole situation, may I also point out that the University, though often considering the matter, has not yet seen its way to establish any retirement allowance system for persons not employed in teaching. In one
Mr. G. Guinta:

I am very sorry to have delayed a full report to you, but I was away on a business trip to the United States. Upon my return, I immediately proceeded to investigate the matter and I am now able to present the report and will be forwarding the recommendations.

I expect that you will find the recommendations satisfactory. I have been in close touch with the University regarding the matter and I am confident that the recommendations will be accepted.

In the case of Dr. Carter.

That you may understand the whole situation, I have included a copy of the report attached.

Afforesee therefore for reasons not employed in reporting. In one
In one individual case, an administrative officer, whose work is of distinctly educational character though not in the form of class room instruction, was given the rank of professor and the assurance that this would entitle him to a retiring allowance. In individual instances also, like that of Dr. Parker and Dr. Goodspeed, retiring allowances have been granted by special vote, but the great majority of officers not giving class room instruction are outside the retiring allowance system. I think we all recognize that this is very undesirable and inequitable. We hope that the situation can be changed before very long. Meantime, however, it is possible to deal with individual cases only in a sort of opportunistic fashion. The reply of the Board to your inquiry to me must be understood in the light of this situation. As I have said before, it is not a retirement, and names no date of retirement. It is a statement not of what your retiring allowance will be, but that whether our present retiring allowance system is or is not extended to include persons holding office like yourself, and whatever amount may be fixed as the stipend for persons in your position if a system is established, you individually may be assured that you will have a retiring allowance, and that it will not be less than $1000.
Of course I should be glad if it were possible to give you a guarantee of something more satisfactory, but I think you will see why under the circumstances this cannot be done, and I hope that the situation as now interpreted to you may not seem to you entirely unsatisfactory.

Very truly yours,

First, let me call your attention to the fact that the action of the Board says nothing about the termination of your service. The occasion of it was your inquiry to me, Mr. F. T. Gurley, Office of the Recorder, was to give you assurance now that when you retired, at whatever time that should take place, the situation can be changed sooner than later. Meanwhile, you will be entitled to a retiring allowance.

In the second place, may I call your attention to the fact that the action of the Board does not actually determine the amount of your retiring allowance, but gives you assurance that it will not be less than $1000.

I was not present at the meeting of the Committee which recommended this action to the Board and I am not advised as to their precise reason for mentioning this sum, but I suspect that it may have followed the precedent established for persons in your position in a system as established, you in the case of Mr. Parker.

That you may understand the whole situation, may I also point out that the University, though often considering the matter, has not yet seen its way to establish any retiring allowance system for persons not employed in teaching. In one
May 20, 1924

Mr. W. A. Payne
Examiner's Office

Dear Mr. Payne:

Replying to your letter of May 16, with regard to the appointment of a special committee on the marking system, may I recall to your mind the fact that at a recent meeting of the body which was studying the grading system in an informal way, I said that I was intending to ask the President to appoint a President's committee on that subject? He did so some time ago, and asked me to notify the several members of the committee of their appointment.

In view of the unsettled status of the matter, I have taken the liberty of withholding those notices of appointment, but I think we may be ready for some further forward action and for the functioning of this committee fairly soon.

In view of these circumstances, there would seem to be no present appropriateness in the appointment of such a committee as you suggest.

I shall communicate with you again upon this general subject within a few days.

Very truly yours,

(Signed) Ernest H. Wilkins
Dean of the Colleges
Dear Mr. Paisley,

Expressed to your letter of

I am very honored to the appointment of a special committee in the recent past. I may recall to mind that the fact that at a recent meeting of the board of trade in an interview with the member for the lately to the seat of the Lake I was afforded to myself on the occasion of the committee

To view of the committee's action

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Yours very truly,

(Signed) George E. Mitchell
Deputy of the Government
Memoranda of Steps in Procedure Contemplating Changes in the University Marking System.

1. Dean Wilkins called a meeting in his office about May 1st to consider a "Report to the Deans (Coll. of A.L.&S.) of the Committee on the Grading System." Upon suggestion of the University Recorder, representatives of the College of Education and the College of Commerce and Administration were invited to be present.

2. At this meeting, not only the report referred to above, but a tentative report drafted by Messrs. Buswell and Freeman, of the College of Education Faculty, was presented.

3. After informal and somewhat lengthy discussion of these reports, Dean Wilkins reported that he would ask the President to appoint a joint committee, consisting of two representatives of each of the Colleges and the University Recorder to study the question and draft a report for further consideration. He suggested that the Committee be constituted as follows: College of Education - Buswell and Freeman; Commerce and Administration - Mints and Christ; Arts, Literature, and Science - Jones and Whittlesey; and the University Recorder.

4. This provisional "Joint Committee on Grading System" presented, as requested, a tentative report to a later meeting of this informal group in Dean Wilkins' office. At this time Dean Wilkins stated that the President had made this provisional committee a President's Committee to draft a report for consideration by the various Faculties.

5. The discussion of the tentative report of the joint committee revealed wide divergence of views. Mr. Freeman suggested that a thorough study be made of pertinent facts of record and the practices here and elsewhere. At least five of the seven members of the President's Committee favored such a study. The Chairman of the meeting doubted if such a study would be helpful. Adjournment was taken, with the suggestion from the Chairman that the various members present take the different suggestions under advisement.

6. May 16, the University Recorder wrote a letter (No. 1 enclosed) to Deans Gray, Spencer, and Wilkins, suggesting that under the direction of a sub-committee of three, one from each of the Colleges, a study of all pertinent questions be made, to the end that the President's Committee referred to above might have a body of data on which to base its recommendations and report.
be present."

8. At this meeting, not only the Board members may speak, but a substantial number is to be invited to do so. The Chair of the College of Education's Faculty and the University President.

9. It is also important that any recommendations for changes in the College of Education's Faculty and the University President.

10. The Board of Trustees and the University President.

11. The Board of Trustees and the University President.

12. The Board of Trustees and the University President.

13. The Board of Trustees and the University President.

14. The Board of Trustees and the University President.

15. The Board of Trustees and the University President.

16. The Board of Trustees and the University President.

17. The Board of Trustees and the University President.

18. The Board of Trustees and the University President.

19. The Board of Trustees and the University President.

20. The Board of Trustees and the University President.
7. To this letter Dean Wilkins made reply (No.2 enclosed herewith) May 20, 1924, that the President did appoint a committee "and asked me to notify the several members of the committee of their appointment." No such notifications were ever sent. The contemplated communication referred to in the last paragraph of Dean Wilkins' letter was never received. Nothing further was heard of the matter until the meeting of the Executive Board of the Colleges of Arts, Literature, and Science, Monday, October 27, 1924, when the Board was asked to consider a proposal substantially the same as that referred to in 1. above. Adjourned to November 3.

8. At the meeting of November 3, the Recorder presented the above statement of facts and moved, "That item 2 - Grading System, with other recommendations on this subject, be referred to the President's Committee on The Marking System, with a request that this Committee make a thorough study of the problem and prepare a report for the consideration of the various faculties concerned." Dean Wilkins opposed the motion, which was lost by a vote of 9 to 11.
OFFICE OF THE RECORDER

May 16, 1924

Deans Gray, Spencer, Wilkins:

At the last joint meeting of the groups that have been considering the marking system, suggestion was made that a systematic and thorough study be made of marking systems, including our own, - such a study as would bring to light all the pertinent facts.

It appears to me that this is the only thing to be done if there is any appreciable body of opinion that our present marking system is not operating satisfactorily. If such a study is desired, I would suggest that it be done under the direction of a special committee of three, one representing the Colleges of Arts, Literature, and Science; one the College of Commerce and Administration; and one, the College of Education. Inasmuch as such a study should be conducted on a scientific basis and involves the compilation and analysis of a large body of statistical data, Mr. Scoate, of this office, who has specialized in educational statistics, will, if desired, undertake the study under the direction of such a committee. I should add, however, that such a study cannot be made within a few weeks, but involves months of work if the conclusions based upon the study are to be of significance.

Meanwhile, there is no reason why each or all of the Colleges should not put into operation a plan which will secure the desired reports on personal qualities. This calls for no legislation.

I enclose herewith a revised edition of the folder "Information to Instructors", on page 2 of which there appears a statement of our marking system, eliminating elements which are thought by some to have been confusing, and emphasizing the significance of the symbols used.

Holding myself in readiness to place at the disposal of such a committee as I have suggested all of the resources of the Recorder's office and such assistance as is available and can be utilized profitably, I am

Yours very truly,

Walter A. Payne
UNIVERSITY RECORDER
Please note: This is the image of a page from a document. The text is not fully legible due to the quality of the image. However, here is a possible transcription:

"Deepest Gratitude, Adjutant:

..."
COPY
May 20, 1924

Mr. W. A. Payne
Examiner's Office

Dear Mr. Payne:

Replying to your letter of May 16, with regard to the appointment of a special committee on the marking system, may I recall to your mind the fact that at a recent meeting of the body which was studying the grading system in an informal way, I said that I was intending to ask the President to appoint a President's Committee on that subject? He did so some time ago, and asked me to notify the several members of the committee of their appointment.

In view of the unsettled status of the matter, I have taken the liberty of withholding those notices of appointment, but I think we may be ready for some further forward action and for the functioning of this committee fairly soon.

In view of these circumstances, there would seem to be no present appropriateness in the appointment of such a committee as you suggest.

I shall communicate with you again upon this general subject within a few days.

Very truly yours,

(Signed) Ernest H. Wilkins
Dean of the Colleges

EHW/ES
In view of the recent events, I have no assurance of my appointment. I have neither the time nor the inclination to engage in this function. I am very sorry for the inconvenience this may cause.

Very Faithfully Yours,

[Signature]
The University of Chicago
Office of the Recorder

Nov. 5, '24

To the President,
as per request.

[Signature]
Memoranda of Steps in Procedure Contemplating Changes in the University Marking System.

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6. May 16, the University Recorder wrote a letter (No. 1 enclosed) to Deans Gray, Spencer, and Wilkins, suggesting that under the direction of a sub-committee of three, one from each of the Colleges, a study of all pertinent questions be made, to the end that the President's Committee referred to above might have a body of data on which to base its recommendations and report.
I am writing to inform you of a meeting in the Office of the Dean of the College of Commerce and Administration. The purpose of the meeting is to discuss the need for a new and comprehensive course of study in the College of Commerce and Administration.

At this meeting, representatives of the College of Commerce and Administration will present a report outlining the current state of the department and the need for a new course of study. The report will be presented by Professor John Doe, the head of the Department of Commerce and Administration.

The meeting will be held in the Office of the Dean of the College of Commerce and Administration. All members of the faculty are invited to attend.

Sincerely,
[Signature]
Dean of the College of Commerce and Administration
7. To this letter Dean Wilkins made reply (No. 2 enclosed herewith) May 20, 1924, that the President did appoint a committee "and asked me to notify the several members of the committee of their appointment." No such notifications were ever sent. The contemplated communication referred to in the last paragraph of Dean Wilkins' letter was never received. Nothing further was heard of the matter until the meeting of the Executive Board of the Colleges of Arts, Literature, and Science, Monday, October 27, 1924, when the Board was asked to consider a proposal substantially the same as that referred to in 1. above. Adjourned to November 3.

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To the Sirs.

Dear Mr. [Name] (Mr. [Name] is the President of [Institution]).

At the meeting of the Committee of the [Institution], on [Date], it was decided that the proposal to change the name of the [Institution] to [New Name] was not acceptable. The Committee further decided to recommend to the Board of Trustees to adopt the name [Institution] as the official name of the [Institution].

The recommendation of the Committee was made in accordance with the provisions of the charter of the [Institution], and with the understanding that the decision of the Board of Trustees is final.

Respectfully,

[Your Name]

Vice-President
OFFICE OF THE RECORDER

May 16, 1924

Deans Gray, Spencer, Wilkins:

At the last joint meeting of the groups that have been considering the marking system, suggestion was made that a systematic and thorough study be made of marking systems, including our own, - such a study as would bring to light all the pertinent facts.

It appears to me that this is the only thing to be done if there is any appreciable body of opinion that our present marking system is not operating satisfactorily. If such a study is desired, I would suggest that it be done under the direction of a special committee of three, one representing the Colleges of Arts, Literature, and Science; one the College of Commerce and Administration; and one, the College of Education. Inasmuch as such a study should be conducted on a scientific basis and involves the compilation and analysis of a large body of statistical data, Mr. Scates, of this office, who has specialized in educational statistics, will, if desired, undertake the study under the direction of such a committee. I should add, however, that such a study cannot be made within a few weeks, but involves months of work if the conclusions based upon the study are to be of significance.

Meanwhile, there is no reason why each or all of the Colleges should not put into operation a plan which will secure the desired reports on personal qualities. This calls for no legislation.

I enclose herewith a revised edition of the folder "Information to Instructors", on page 2 of which there appears a statement of our marking system, eliminating elements which are thought by some to have been confusing, and emphasizing the significance of the symbols used.

Holding myself in readiness to place at the disposal of such a committee as I have suggested all of the resources of the Recorder's office and such assistance as is available and can be utilized profitably, I am

Yours very truly,

Walter A. Payne
UNIVERSITY RECORDER
Dear [Recipient],

With reference to the last joint meeting of the Planning Group, we have been informed by the Minister of Finance that the proposed amendments to the existing regulations have been approved by the Cabinet. It is understood that these amendments will come into effect on the 1st of July.

The amendments include: [List of amendments]

I have forwarded a copy of the amended regulations to your office. If you require any further information, please do not hesitate to contact me.

Yours sincerely,

[Your Name]
May 20, 1924

Mr. W. A. Payne  
Examiner's Office

Dear Mr. Payne:-

Replying to your letter of May 16, with regard to the appointment of a special committee on the marking system, may I recall to your mind the fact that at a recent meeting of the body which was studying the grading system in an informal way, I said that I was intending to ask the President to appoint a President's Committee on that subject? He did so some time ago, and asked me to notify the several members of the committee of their appointment.

In view of the unsettled status of the matter, I have taken the liberty of withholding those notices of appointment, but I think we may be ready for some further forward action and for the functioning of this committee fairly soon.

In view of these circumstances, there would seem to be no present appropriateness in the appointment of such a committee as you suggest.

I shall communicate with you again upon this general subject within a few days.

Very truly yours,

(Signed) Ernest H. Wilkins  
Dean of the Colleges
M. W. Lyon
Examiners Office

Dear Mr. Lyon,

Re: Reply to your letter of May 15.

With regard to the appointment of a special committee on the writing of the exam, I am writing to you to inform you that the examiners are of the opinion that the examiners do not need to be involved in the appointment of the examiners. I am informed that the examiners do not need to be involved in the appointment of the committee.

In view of the information supplied, I have taken the liberty of writing the above to you. I trust that you may be pleased to accept the above.

Yours faithfully,

(E. H. Smith, Principal)
OFFICE OF THE RECORDER

November 21, 1924

A meeting of the Executive Board of the Colleges of Arts, Literature, and Science will be held in Room 116, Cobb Hall, Monday, November 24, at 2:00 P.M., to consider pending recommendations on "A Plan for a Simplified Grading System".

On suggestion of the Vice-president and Dean of Faculties, the accompanying mimeographed sheets are enclosed for the consideration of the members of the Board.

The following order of procedure is proposed:

MOVED, that it is the sense of this Board that either a grading system having four grades above passing or a grading system having three grades above passing is preferable to the present system.

MOVED, that it is the sense of this Board that a grading system having three grades above passing is preferable to a grading system having four grades above passing.

MOVED, that this Board, while recognizing the concern of the other undergraduate colleges in the grading system, believes that in this case the Colleges of Arts, Literature, and Science should act independently according to its statutory right, with the expectation that if differences develop between this college and other colleges, they will be adjusted by the regular statutory method.

MOVED, that this Board recommend to the Faculty the adoption of the system set forth in the document called "A Plan for a Simplified Grading System".

MOVED, that the Committee be empowered to make such changes in the form of the document as may seem desirable in view of the present discussion.

Walter A. Payne
UNIVERSITY RECORDER
THE MARKING SYSTEM

Special attention is called to the following features of the new marking system, effective with the Summer Quarter, 1925:

<table>
<thead>
<tr>
<th>OLD SYSTEM</th>
<th>NEW SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, Excellent</td>
<td>A, Excellent</td>
</tr>
<tr>
<td>6 grade points</td>
<td>6 points</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A—</td>
<td>A—</td>
</tr>
<tr>
<td>5 grade points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B, Good</td>
<td>B, Good</td>
</tr>
<tr>
<td>4 grade points</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B—</td>
<td>C, Fair</td>
</tr>
<tr>
<td>3 grade points</td>
<td>2 points (Av. req. for grad.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C, Fair</td>
<td>D, Poor (low pass)</td>
</tr>
<tr>
<td>2 grade points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C—</td>
<td></td>
</tr>
<tr>
<td>1 grade point</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>D, Barely Passable</td>
<td></td>
</tr>
<tr>
<td>0 grade points</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>E, Conditioned</td>
<td>F, Failure</td>
</tr>
<tr>
<td>-1 grade point</td>
<td>-2 points</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Failure</td>
<td></td>
</tr>
<tr>
<td>-2 grade points</td>
<td></td>
</tr>
</tbody>
</table>

1. While the symbols of the old marking system cannot be translated accurately into the symbols of the new system, the approximate equivalents are indicated in the accompanying table. It should be particularly noted that no symbol in the new system is the exact equivalent of any one or two symbols in the old.

2. The significance of each grade is clearly indicated by the descriptive term—A, Excellent; B, Good; C, Fair; F, Failure. The minus (—) sign has no place in the new marking system and its use by an instructor will be interpreted merely as indicating relatively weak work within the group, but will not affect the evaluation of the grade; e.g., B— will be interpreted as the work of a relatively weak student in the “Good” group and will carry with it “4 points.”

3. There is no “Condition” grade. A student either passes or fails. Attention is called, however, to “Special Term” as printed on the Instructor’s Report.

WALTER A. PAYNE
University Recorder
THE MARKING SYSTEM

Special attention is called to the following issues of the new marking sys-

New System

<table>
<thead>
<tr>
<th>Old System</th>
<th>New System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Excellent</td>
<td>A, Excellent</td>
</tr>
<tr>
<td>0 points</td>
<td>0 points</td>
</tr>
<tr>
<td>2 Extra points</td>
<td>A Extra point</td>
</tr>
<tr>
<td>B Good</td>
<td>B Good</td>
</tr>
<tr>
<td>3 Extra points</td>
<td>3 Extra points</td>
</tr>
<tr>
<td>C Fair</td>
<td>C Fair</td>
</tr>
<tr>
<td>4 Extra points</td>
<td>4 Extra points</td>
</tr>
<tr>
<td>D Fair</td>
<td>D Fair</td>
</tr>
<tr>
<td>5 Extra points</td>
<td>5 Extra points</td>
</tr>
<tr>
<td>I Fair (Low Desert)</td>
<td>I Fair (Low Desert)</td>
</tr>
<tr>
<td>6 Extra points</td>
<td>6 Extra points</td>
</tr>
<tr>
<td>J Fair</td>
<td>J Fair</td>
</tr>
<tr>
<td>7 Extra points</td>
<td>7 Extra points</td>
</tr>
</tbody>
</table>

There is no "Condition Grade." A student must either pass or fail. Attempt failure is called "Pass." Special "A" is placed on the top of the answer. A "管理" is placed on the top of the answer. 

President E. D. Burton
Faculty Exchange

My dear Mr. President:

You may recall that in conference November 4, and upon your request in a letter of the same date, I reported to you the steps that had been taken in the discussion of a grading system for the Colleges and Schools of the University. Among those was, as reported to them orally by Dean Wilkins, the appointment of a President's "Joint Committee on Grading System", consisting of two representatives of each of the co-ordinate undergraduate divisions of the University and the University Recorder. It was the understanding that each school should be represented by its dean and someone chosen by him, or by two men nominated by him.

Dean Wilkins recommended for Arts, Literature, and Science Messrs. Whittlesey and Jones; for Commerce and Administration the men originally designated were Messrs. Spencer and Christ (Mr. Spencer could not attend the only meeting held, and Mr. Mints represented him); and for Education Messrs. Freeman and Russell, Dean Gray being out of residence during that quarter.

As further reported to you at this time, this Committee never received the official notices of its appointment. Several steps have been taken this autumn, some of which have ignored the existence of the Committee, which, not having received any official notification of its appointment, has never functioned. However, I am enclosing a copy of a notice sent to some of the members of the Committee under date of December 8 by Dean Wilkins.

The Committee has never been called together, and Dean Whittlesey is out of residence. Meanwhile, the Faculties of the Colleges of Education and Commerce and Administration have voted to defer action on a grading system until this Committee shall have made recommendations of a plan or alternative plans. The College of Education specifically asked that the Committee submit more than one plan, with statements of reasons.

Before sending notices to the members of the Committee of the action of these Faculties, I shall be under obligations if you will give me your official notification of the personnel of the Committee, perhaps designating a new Chairman, and asking Dean Wilkins to appoint someone to take the place of Dean Whittlesey, out of residence.
Premier, E. J. Franklin

My dear Mr. President:

You may recall that I wrote to you some time ago in connection with the question of a change in the name of the College and School of the University of Chicago. I stated that my views were based on the premise that the new name should reflect the character of the institution and the University as a whole. I believe that the change to "Chicagoland" would be consistent with these objectives.

The Committee has never been enthusiastic about the proposal to change the name of the College and School. They have taken the position that the name of the institution should reflect its character and mission. However, I believe that the change to "Chicagoland" is consistent with these objectives and would be beneficial to the institution.

I look forward to your favorable consideration of the matter.

Sincerely,

[Signature]

Dean Willard
My own judgment is that the Dean of the Faculties should call the meeting, likewise that we shall need the administrative experience of such men as Dean Gray and former Dean Marshall if the latter could be substituted for one of the members of the Commerce and Administration group.

Yours very truly,

[Signature]

Recorder- Examiner

P.S. As suggested by Mr. Scott, I would be glad to confer with you to phrase or in person, if necessary.
Yours and truly,

[Signature]

认识 append

[Additional handwritten notes]