November 15, 1924.

Mr. George F. Zook,
Commissioner of Education,
Washington, D. C.

My dear Mr. Zook:

I am very sorry to have been so long delayed in answering your interesting letter of October 23rd.

The University is, as you may have noticed, actively preparing for a great financial effort, and my days are unusually occupied.

I have, however, found time to read the paper which accompanied your letter, and I found it very stimulating and helpful to myself. I should be very glad if there were opportunity for somewhat extended conversation. But that being impossible, I shall try to set down rather briefly the suggestions that occur to me on reading this paper.

In its main contention it seems to me to be thoroughly sound. My questions arise mainly at two points.

First I raise the question whether a college of 500 students furnishes a small enough unit for effective contact between students, and between students and faculty, which is desirable and most effective educationally. Our own experience at the University of Chicago, especially in our women's halls, leads me to raise the question whether it would not be wiser to add to your proposal the further suggestion that each college should be subdivided into halls of perhaps 125 students,
I am very sorry to have been so long delayed in

submitting your proposal letter of October 24, 1954.

The University is, as you may have noticed, currently
proceeding with a large international institute, and my agenda is necessarily
occupied.

I have, however, found time to read the paper which
accompanied your letter, and I have it very stimulating and
pertinent to my work. I should like very much if you would make
copies for us of some of the interesting conversations that were
impossible to include in the paper itself.

Essentially, I am afraid, I cannot do any research this year.

In the main, cooperation it seems to me to go forward

In some of the discussions, these remarks at two points.

First I raise the question whether a college of 600
students should have a small amount with full elective contact
between students, and between students and faculty, which is
not the University of Chicago, especially in our common's fields.

I raise also to raise the question whether it would not be better
to add to your program the further suggestion that each conf-
nce paper should

I echo some of the arguments into point of departure for

...
and that each hall then be organized and conducted as a distinct part of the educational plan.

In our women's halls we have from 50 to 75 residents under the headship of a woman who is also a member of the faculty. The house is organized after the fashion of a club, and though the University fills the rooms by application from students desiring to reside in these halls, each resident is on probation for three months, and remains longer only by election to membership in the house by the members themselves. This arrangement has now for 30 years been in my judgment one of the most valuable features of our University life. We have never been able to do quite so well in the men's halls. But I know no intrinsic reason why we should not do just as well if we gave sufficient attention to finding or developing men who are fitted for this particular task of headship of a house.

Stimulated by your paper, I recently worked out a tentative plan for our own colleges after the following fashion.

"It is proposed that there shall be 6 halls for men of the Arts, Literature and Science College, and 6 halls for women. Each of the men's halls shall contain roughly speaking 32 senior college students, 48 junior college students, 40 graduate students—120 in all. To each hall there shall be attached as non-resident members, having the privileges of the hall in the daytime, 80 students residing at their own homes. The membership of each house will then consist of 160 college students and 40 graduate students."
Each of the 6 women's halls should contain 45 senior college women, 65 junior college women, 10 graduate women, and should have attached to them as non-resident members 110 college women living in their own homes.

It is proposed that there shall be 3 Arts, Literature and Science Colleges for men, each to consist of the undergraduate men, resident and non-resident of two colleges, and one-third of the men residing in fraternity houses. This would constitute a college membership in each college of 450 to 500 men.

It is proposed that there shall be 3 Arts, Literature and Science colleges for women, each to consist of the undergraduate women, resident and non-resident of two colleges, making a membership of about 440 women.

It is further proposed that each college shall have a Dean and a Faculty (or Council) who shall administer the college with a large measure of freedom as to its specific methods and regulations, but that students be not restricted to taking courses exclusively in their own college.

These figures are, of course, based on our own present registration and distribution of our students in their homes and lodgings.

It is proposed that there also be two houses for our already organized School of Commerce and Administration, and one for our already organized College of Admistration.
Each of the 25 women's affiliation was different.

College women's Junior college women's 10 graduate women's
members have attempted to show as non-faculty members. If college
women living in their own homes.

It is the procedure that these will be at a letter head.

and science colleges for men, same to consist of the male.

Graduate women's non-faculty at two colleges and

The work of these women is optional in faculty houses.

one-fifth of the men receive in faculty houses to

contribute a college membership in each college to 400 to 500.

It is the procedure that these will be at a letter head.

and science colleges for women, same to consist of the male.

Graduate women's non-faculty at two colleges and

making a membership of 250 for women.

It is further proposed that each college shall have a

Dean and a faculty (or committee) who shall administer the college

with a large measure of freedom as to the specific methods and

recommendations, and that suggestions be not restricted to faculty members

exclusively in their own college.

These figures are of course based on our own present

registration and distribution of our students in their homes and

locations.

It is the procedure that these also be two homes for one

assistant principal of commercial and administrative and one

for any assistance of home of membership.
The establishment of these halls and colleges together with the 13 halls that we now have would provide residence in halls and membership in colleges of approximately 800 each for all our undergraduates except that in the case of students living in their own homes the membership in the halls would be non-resident, and that our 32 fraternities would continue as heretofore to provide residence for a considerable number of students. It is also part of my thought, and indeed we have already begun to develop things in this direction, gradually to convert our fraternities into University halls.

In the Cleveland situation matters would be much simplified. But the essence of my suggestion is that for the best educational results which we are seeking to achieve through the small college the group of 500 must be broken up into small groups for closer contact.

My second question pertains to the physical arrangement of residence in educational buildings. But it is also an important educational implication. Our plan is that for all the colleges of Arts, Literature and Science there should be a common educational quadrangle as you perhaps thought there should be for the laboratories. I should feel that for us, who would have if we should carry out this plan, not less than 8 colleges immediately, it would be very uneconomical, and of doubtful utility educationally to develop educational buildings for each college separately.
The establishment of these halls and colleges to-

together with the 12 halls that we now have, make it possible to

give in halls and seminars to colleges of approximately 600

seats for all our undergraduate students except that in the case of the

gene studies in these halls the seminars in the halls

would be non-teaching, and that our research is to make a

further as referred to above is not for a considerable

number of students. It is also part of my thought, and in detail

we have already begun to develop plans in this direction, to

try to connect our laboratories into university halls

In the development of attention meters work has been done at

difficulty, but the essence of my intention is that for the past

academic year results which we are seeing to continue through the

small college the trend of 600 must be produced on in a small

example for closer contact.

My recent discussion pertains to the previous estimate

that of research to academic rivalry. Our plan is that for all

important academic institutions. Our plan is that for all

the colleges of art, scientific and economic studies should be

common academic challenges and you desire to frame your plans

do for the future of planning. I should not feel that for me, and the

plan if we are going with other plans, not leave them and college

immediately. It may be very economically and or conceptually

activity, academic rivalry to develop academic rivalry with each

college separately.
My proposal, therefore, is to take a block of land on the south side of the Midway, which we already own, for the educational buildings of the colleges of Arts, Literature and Science, and to build the women's houses on the blocks east of this central educational quadrangle, and the men’s houses on the west. I realize that the identity and separateness of the college is to a certain extent lost in this arrangement, and I do not know that at Cleveland it would be desirable to follow that thought. I raise the question, however, whether it is not quite possible that within 15 years they will have not less than 5 or 6 colleges, and whether with that possibility in view it might be wiser to limit the distinctly college buildings of each college to residential halls. Only in this case it should be distinctly understood that these halls are not dormitories, and personally I would prohibit the use of that word in connection with them. But substantially what the Oxford colleges have at certain past periods of their history been, and what, if I mistake not, they are now pretty largely becoming again, if I am rightly informed. While each college has its group of Dons resident in the college, students of other colleges are free to elect courses in any college, in their own or any other. My plan is not exactly to reproduce that situation, but limiting the membership in each hall to about 120 residents and 60 non-residents, to place 3 such colleges in a quadrangle and then to bring all the colleges together on another quadrangle for their classroom work. In each hall I would have dining-room, common
My proposal is to take a passport on

the northern side of the Vistula, which we actually own for the

purpose of publishing on the college of Arts, Sciences, and

Belles-Lettres, and to build the houses, homes on the place, set at

the west. I foresee that the identity of the magazine and the magazine of the
college is to a certain extent lost in this arrangement, and I

hope not to know that at all. It would be possible to follow

the notion I have that the exact... however, water and ice

due to the unlikelihood and impossibility in view

it might be wise to limit the activity of college publication of

each college to Theodore Fell's. Only in this case it would

be possible to maintain that Theodore Fell's not commercial,

and probably I would propose the use of the town in connection

with these... but importantly, what the Oxford college have of
certain loss, perhaps, of their position, gain, and what, if I were to
take note, then, are now pretty far away, becoming every

rightly important. Why, only a college, and the end of done

bequest in the college, students at other colleges, and thus to

accept courses in any college, in their own or any other.

My proposal is not exactly to reproduce the situation, but to

place in the college, together, no matter what was common

afternoon work. In any half I would have gained, room, common
rooms, and reading rooms, with a possible exception that the reading room might serve for the whole quadrangle. But these reading rooms would in any case serve not the purpose which a University or college library serves, but that which the library in one's own home meets.

I apologize for the length of this letter, but the matter with which your paper deals interests me very much, and is moreover one of which I am under the necessity very soon of preparing a statement for publication. I should very much appreciate any comments which you are disposed to make from the point of view of Cleveland or Chicago.

In accordance with your request I am returning you the paper, but I should greatly appreciate it if you could spare me a copy for use in the preparation of material on which I am now working. I should, of course, not quote from it without your permission.

Very truly yours,

E. O. Burlon

EDB: CB

I should perhaps have explained that I am including a number of graduates in each house, because our experience seems to show that it is a good arrangement to have older and younger students in the residence halls. They would be members of the house but not of the college. They would often be alumni of the college staying on for graduate work.
I apologize for the length of this letter, but I feel it necessary to explain a number of facts and circumstances which I am unable to convey in a shorter form. The problem at hand is a complex one, involving many factors, and I believe it necessary to provide a detailed account of my position and the actions I have taken.

Very truly yours,

[Signature]
DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

WASHINGTON

October 23, 1924.

President E. D. Burton,
University of Chicago,
Chicago, Illinois.

Dear President Burton:

From time to time I have noticed the interest which you have taken in the possibility of establishing within large urban universities a number of small liberal arts college units. The idea seems to me to be attractive and offers a possible solution of some of the difficulties of liberal arts education today.

Small college units as a solution for the difficulties of Western Reserve University have been presented to a survey commission which, during the last four or five months, has been studying the situation in Cleveland, Ohio. As director of the survey, I asked President R. M. Hughes, of Miami University, to make the study relative to liberal arts education. He had the assistance and advice of Chancellor Capen, of Buffalo University. At the same time I also contributed to that portion of the study somewhat.

At the last meeting of the survey commission we had quite extended discussion of the chapter on liberal arts and sciences. Several of the other members of the survey commission differed rather radically from this solution of the problem. I am not exactly sure as to the way in which we shall attempt to compromise on this part of the report. However, in view of your interest in this kind of thing, I am venturing to send to you a copy of the chapter in its present form in order that you may give us the benefit of your criticism, in case you have the time to do so.

I shall certainly appreciate very much your looking over this chapter and sending to us any criticisms or suggestions that you care to make. If you find it convenient to return the chapter, with your suggestions, during the next week, kindly
President E. J. Pomeroy,
University of Chicago,
Chicago, Illinois.

Dear President Pomeroy:

From time to time I have noticed the interesting work
you have done in the development of experimental
institute work in the Chicago school system. The
same school system is the base of the work on
college marks and the examination of some of the
high schools.

Small college marks as a solution for the difficulties
of Western Reserve University have been discussed to a
small extent in the past. Your letter of April 18,
1935, in which you mention the consideration of
the matter of college marks, has been an important
revelation in this field. The same time I wrote
April 18, 1935, I had the pleasure of hearing of
the opening of the Western Reserve University,
Cleveland, Ohio. Your letter makes me aware of
the opening of the Western Reserve University.

As the opening of the Western Reserve University,
has been of interest to me, so has the opening of
several other institutions of higher education.

At the last meeting of the general committee, we had
broken down the question of the national exam,
which was the first step in the matter of
standardizing college marks. It is my belief that
the national exam is the solution of the
question. It is my duty to report to you this
work, which is now in the beginning stages.

In closing, I wish to express my appreciation of
the work done by you and your associates in
the preparation of the national exam. I have
been working on this project for many years,
and I am glad to see that the committee
is making progress.

Yours truly,

[Signature]
send it to me in care of the Cleveland Foundation, 710 Federal Reserve Building, Cleveland, Ohio. Thereafter I shall be in the office at Washington for several weeks.

Yours very sincerely,

[Signature]

GEORGE F. ZOOK,
Chief, Division of Higher Education.

Inclosure.
There is need of systematic studies of the problems of college and university administration. Such studies should deal with the following topics:

(A) Finance, budget-making, unit costs, handling of securities, etc.

(B) College records, duties of registrars and recorders, statistical methods of studying records, studies of relations with high schools, electives taken by various classes of students, etc.

(C) Duties of Deans and other officers in charge of students, advice to be given students of various grades of intelligence and of various prospective callings, program-making, college discipline.

(D) Faculty organization, curriculum needs, and other problems which belong to the office of the president.

Studies of this type must be conducted by persons who are charged with the special duty of collecting material. It is probable that some of the early courses ought to be given by men of sufficient note to make the courses dignified from the start, but since definite concrete material is lacking for such courses, the inauguration of the work calls for collectors of material.

It is recommended that funds be secured for two men of the salary rank of associate professors who will be set collecting material and working out plans. It is further
ADMINISTRATION OF HIGHER EDUCATION

There is need for systematic studies of such programs of college and university administration. Such studies should deal with the following topics:

(A) Finance, budget-making, and cost accounting

(B) College personnel, tenure of officers and tenure of faculty, methods of selecting personnel and candidates for the various positions of administrative and academic nature

(C) Duties of Deans and other officers in charge of departments

(D) Details of organization, budgeting, and personnel

Other programs which pertain to the office of the president

Studies of this type must be conducted by persons

who are qualified with the special study of college administration. If

properly studied, some of the early courses of study can be drawn

from the course in college administration. The course in college

administration is needed for people who are interested in the work of college of

cooperative work. If recognition of the needs of the field for such work

cooperative material and working out plans. It is further
recommended that these men be supplied with one librarian and one secretary as assistants in their work. It is also recommended that funds be provided to pay for a few courses to be given by college officers other than the two men designated above. The purpose here is to pay the salaries of some deans or presidents who will give some of the courses.

Estimated cost at first . . . $15,000

This may be expected in time to reach . . . $25,000

Attention is called to the fact that the proposal here made not only provides material for courses but contains a promise of very general service to the country as a whole. The materials here described might be published in the form of bulletins or might even lead to the publication of a journal on higher education.
At the same time that these men were applying with one earnest and
one secret to assistants in their work. It is also to reco-
merably that funds be provided to pay for a few courses of pe-
men by college officials upon plans the two men geat
above. The purpose here is to pay the expenses of some graduate
of preference who will give some of the courses.

In addition, there is expected in time to reach

This may be expected to the fact that the students
here were not only presented material for courses but conter
a promise of vast general service to the community as well.
The materials used throughout might be supplied in the form of
particulars or might even lead to the preparation of a complete or
printed account.
In the effort to get something more in school administration than a body of vague personal opinion and dogmatic judgments, we have encountered two serious difficulties. First, the definite material for courses in administration is lacking. Second, men of the greatest ability in administration have not devoted themselves to studies in this field, but have accepted administrative posts.

It is recommended that we set up studies in the administrative field on such concrete problems as the following:

(A) Studies of superintendents' reports. Such reports should be collected and analyzed and a bulletin issued periodically on the subject.

(B) Studies of school budgets. Examples of budgets should be secured with information, where it exists, supporting these. These should be analyzed, and bulletins prepared as above.

(C) Salary schedules.

(D) Plans for Board of Education.

(E) Building programs.

(F) Curriculum construction.

Problems like these can be studied in part through documentary material which should be collected and made available in a library. They will have to be studied in some cases through actual inspection.

A start to test out the feasibility of the project can be made by employing two men of the salary rank of associate professors. These should be supplied with a librarian and a clerk as assistants.
In the effort to get something done in school administration, we have encountered two serious difficulties. First, the differential between our courses in administration at Teachers College and the actual administrative problems of public schools is so great that we have failed to develop any course in the necessary field. It is recommended that we set up a course in the administrative field on a more concrete basis as the following:

A study of educational administration reports show

reports should be collected and analyzed and a particular theme
particularly on the subject.

(b) Studies of school budgets. Examination of budgets

should be concurred with information, where it exists, supplant

these reports with similar reports and parallel reports as above.

(c) Salary schedules.

(d) Plan for Board of Education.

(e) Building program.

(f) Continuous cooperation.

Properties like these can be studied in part through

governmental materials which should be collected and made available to
a large number of teachers in some cases already sent out.

Interpretation

A study of the feasibility of the project and

of ways of employing two men of the faculty rank of associate professor.

These reports should be subjected with a purpose and a clear or supplemen-
There should be a fund for travel, a fund to pay for library material and library equipment.

The project should have at the outset -- $15,000 per year, and will ultimately cost more.
There seems to be a fund for travel, a fund for pay for library materials and library equipment.

The project would have at the outset $15,000.

don nell and william moore
SPECIAL STUDIES IN EDUCATIONAL SOCIOLOGY

JAN 18 1924

The special types of instruction needed by various social groups should be investigated. The movement for industrial courses which was optimistically inaugurated a few years ago has not worked out as was anticipated, and at present there is a good deal of floundering. The problems of vocational guidance and continuation education are also largely unsolved.

Studies of the type here referred to may be described as dealing with personnel problems. They will have to deal with institutions, with different social groups and occupations, but they will be concerned primarily in the examination of types of individuals and their educational needs.

Such studies will be of value in school administration, in teaching and in the general consideration of social problems. The justification for considering them as separate from the studies made by a department of school administration or a department of school methods is that certain specialized techniques of social investigation must be used which differ from those now commonly used in education studies.

Social studies can be inaugurated best in a great center of population such as Chicago. The University can at the same time be brought through such work into intimate relation with the people of the city. Workers in this field would find it possible to be of service in contributing to the educational efforts of corporation schools like those conducted by retail stores and printing houses.

It is recommended that two men of professorial rank be secured and that they be equipped with assistants.

Estimate . . . . $20,000 per year.
The special type of information needed by teachers

Society groups should not be investigated. The movement for industrial

concerns which were romantically merchandized a few years ago may not
work out as we expected, and at present there is a good deal of

incredulity. The problem of vocational guidance and continuation can-

not be adequately handled without an examination of the type of children

concerning themselves in school administration.

Such studies will be of value in school administration.

The importance of the general cooperation of society programs.

The institution for cooperative farm as an experiment from the studies made by

a department of school administration of a community of schools

will be the center of the social activities of society institutions

need which will arise from the community need to education studies.

Society studies can be incorporated part in a great center

of occupation such as Chicago. The University can at the same time be

opened thus creating such work into immediate relation with the people of the

city. Works at this time would find it possible to be of service to

contribute to the educational effort of cooperation schools. The whole

concerned by teachers and pupils.

If it is recommended that two men of educational rank

be rounded and that there be an eye with statistics.

Estimate. 1200 per year.