INTRODUCTION

PURPOSE of the Social Survey of the Undergraduates of the University of Chicago:

Rumors of all sorts have circulated about the amount of religious work and social work done by members of the University of Chicago. Those ignorant of the institution or its enemies have declared that all religious activity has been paralyzed; friends of the institution have rallied to the defense with equal ardor but without convincing facts. One object of this survey has been to discover and make known the truth about the situation in the University, regardless of whether it was favorable or unfavorable, and to make known the bad as well as the good. Only in this way can the situation be frankly analyzed and policies formulated.

The second object of the survey was to correlate opinions and recommendations upon purely university problems. These problems include, for illustration, the development of the honor sentiment, the problem of increasing faculty and student contacts, and the problem of clean student government.

DIRECTION:

The survey was under the auspices of the President's Board of Christian Union, which placed the survey under the direction of a Faculty Director, a Student Director, and a committee:

Faculty Director......Dr. Theodore G. Soares
Student Director......Harold D. Lasswell

Frances Henderson
Leonie Krocker
Lyssa Chalkley
Kate Smith

James Nicely
Charles Greene
Logan Fulrath
Wm. V. Morganstern

Special assistance was rendered by the following people which was especially valuable: Helen Jirak, Norman W. Beck, Adelaide Bledsoe.

Scope and METHOD:

Information was secured by means of a questionnaire circulated in Chapel and thru special reports by members of the committee.

QUESTIONNAIRE: Miss Henderson headed the special
INTRODUCTION

The purpose of this study was to evaluate the impact of the University of Wisconsin-Madison's (UW-Madison) campus on the mental health of its students. The study sought to understand the factors that contribute to mental health issues on campus and to identify strategies that could be implemented to improve mental health outcomes.

METHOD

The study included a survey of all undergraduate students at UW-Madison. The survey included questions on demographics, academic performance, and mental health. The data was analyzed using descriptive statistics and regression analysis.

RESULTS

The results showed that students who reported higher levels of stress and lower levels of support from peers and faculty were more likely to experience mental health problems. The study also found that students who felt more connected to the campus were less likely to experience mental health problems.

CONCLUSIONS

The study highlights the importance of creating a supportive campus environment for students. Strategies to improve mental health outcomes include increasing accessibility to mental health resources and promoting a culture of support and understanding.

ACKNOWLEDGEMENTS

The authors would like to thank the students who participated in the survey and the faculty who supported the study.
committee which prepared and supervised the distribution and tabulation of the questionnaire. A copy is included in this report.

The questionnaire was distributed in Chapel one week and filled in under the instructions of Dr. Soares. The following table indicates the number surveyed and the relation of this total to the entire undergraduate body:

- Total number of undergraduates: 2800
- Total Excused from chapel: 295
- Total attending chapel: 2505
- Total questionnaires returned from those present and which were filled out properly: 2065

\[ \text{Proporion } \# \text{ of the undergraduate body surveyed} = 73.75\% \]

The activities inquired into extended only from October 1919 thru the month of May 1920. No summer work or work done at home while not in actual residence at the university was considered.

The response from the faculty and the graduate students was so meagre (due apparently to the rush of the closing weeks of the academic year) that no attempt was made to summarize their activities.

The Board of Christian Union financed the survey. The total expenses for mimeographing, printing of the questionnaire and postage will be submitted in a separate memorandum. All the members of the committee gave freely of their time (particularly in tabulating questionnaires) and received no compensation of any kind for it.

**Reports:** The individual reports were assigned on the basis of the availability of the facts and opinions to be gathered. The individual topics were examined first as to the facts of a given problem, and second as to the student and faculty opinion regarding the problem.

**Final Report:**

The final report is divided into three parts.

**Part 1.** This is a summary of the religious and social work of the university undergraduates and is based upon the questionnaires. Three problems are discussed which are related to the religious and social life of the university.

**Part 2.** Summary of the social contacts of the university student body exclusive of the religious and social service contacts treated in part 1. The purpose is to present a digest of fact and opinion about present conditions.

**Part 3.** This section of the report is devoted to
The committee, which comprises any members and supervisors, was elaborated on a weekly basis and followed in the interaction of the report. The committee members were instructed to use the summary notes and the following table to indicate the number of each category of gymnastic work.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of gymnastics</td>
<td>2000</td>
</tr>
<tr>
<td>Total number of accidents</td>
<td>220</td>
</tr>
<tr>
<td>Total accidents of type 1</td>
<td>205</td>
</tr>
<tr>
<td>Total accidents of type 2</td>
<td>15</td>
</tr>
<tr>
<td>Total accidents of type 3</td>
<td>30</td>
</tr>
<tr>
<td>Total accidents of type 4</td>
<td>20</td>
</tr>
<tr>
<td>Total accidents of type 5</td>
<td>10</td>
</tr>
</tbody>
</table>

The activities involving only exercises on the floor in the month of October 1930 were examined in detail, with the report of the activities on the floor in the same week. The activities in the first half of the report were summarized as follows:

- The activities in the first half of the report were summarized as follows:
- The activities in the second half of the report were summarized as follows:
- The activities in the third half of the report were summarized as follows:
- The activities in the fourth half of the report were summarized as follows:

The following items were noted:

- The activities in the first half of the report were summarized as follows:
- The activities in the second half of the report were summarized as follows:
- The activities in the third half of the report were summarized as follows:
- The activities in the fourth half of the report were summarized as follows:

The final report is submitted to the committee for approval.
a discussion of certain of the university and campus problems. The recommendations are not the work of any one member or of any of the committees. They represent the work of the entire group and correlate the opinions of many students and faculty members. The purpose is to start discussion and action on some of the most pressing University problems.

DISPOSITION OF THE FINAL REPORT:

This will be a useless report unless it is used to stir discussion and action. The following suggestions have been made as to the final disposition of the report:

(1) The Final Report should be placed in a central place (the President's Office?) in order that those who are interested may consult it.

(2) A summary of the facts gathered in the questionnaire should be mimeographed and sent to the deans, the student organizations, and to those interested in making use of the data ascertained.

(3) A short article summarizing the social and religious life of the student body should be prepared and sent to the leading denominational periodicals early in the Autumn months.

(4) The discussion of problems affecting the student body and the data gathered should be published by the campus periodicals.

NOTE:

The present report is in no sense a complete social survey of the University. It is rather a preliminary effort to get together certain isolated facts which would be serviceable at the present time. It has opened up many problems which may sometime be covered in a complete survey under more technical auspices.

The earnest cooperation of everyone has made this introductory investigation possible, and to them goes the credit for this pioneer effort.

Respectfully submitted,

[Signature]
Faculty Director

[Signature]
Student Director
The Report will be made up of the following sections:

1. The final report, including a summary of the work and any conclusions drawn.

2. The final report should be placed in a central location for easy reference.

3. A detailed record of all meetings and any changes made to the progress of the project.

4. The final report should be made available to all interested parties.

5. The final report should be submitted to the appropriate authority.

NOTE

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.

The Institute of Technology Literature.
CONTENTS

Part 1. Religious and Social Service Activities of the Undergraduates of the University of Chicago

A. Preliminary Summary ................................ Page 1
B. Membership in a religious body .......... 1
C. Attendance at formal religious services ........................................ 2
D. Attendance at chapel .......... 2
E. Classes for Religious Education and Young People's Societies .......... 3
F. Amount of responsible religious work ........................................ 3
G. Social Service Organizations .......... 4
H. Social Service Work .......... 4
I. Household Work .......... 5
J. Remunerative Work .......... 5
K. Social or Religious Work as a life vocation .......... 6
L. Organized Student Religious Activities
   (1) Young Women's Christian Association .......... 6
   (2) Young Men's Christian Association .......... 7
   (3) Student Volunteer Band .......... 7
   (4) Religious Societies .......... 8
   (5) Board of Christian Union .......... 8

M. Problems Connected with the religious Life of the University
   (1) Doers of the Word; not hearers only .......... 8
   (2) The Mandel Sunday Morning Service .......... 9
   (3) Chapel .......... 10

Part 2. Social Contacts of the Student Body (exclusive of the religious and social service contacts)

A. Student Organizations .......... 13
B. Sociable Contacts .......... 15
C. Intergroup Athletics .......... 17
D. Common Meals .......... 18
E. Common Living quarters and study places .......... 18
F. Recitations and Lectures .......... 19
G. Faculty Student Contacts .......... 20
CONTENTS

PART 1. RELIGIOUS AND SOCIAL ACTIVITIES OF THE UNIVERSITY OF ORANGE

1. Preliminary Summary
   1

2. Membership in Religious Groups
   2

3. Service to Religious Education
   3

4. Influence on Students’ Societies and Youth Religious Societies
   4

5. Amount of Religious Participation
   5

6. Work
   6

7. Social Service Organizations
   7

8. Social Service Work
   8

9. Accomplishments Work as a Whole
   9

10. Vocational and Religious Activities

   10

   (1) Women’s Christian Association

   11

   (2) Men’s Christian Association

   12

   (3) Student Volunteer Brigade

   13

   (4) Religious Societies

   14

   (5) Student Union

   15

11. Men’s Recreational Activities

   16

12. Women’s Recreational Activities

   17

13. Faculty Recreational Activities

   18

14. Faculty Intellectual Activities

   19

15. Faculty Intellectual Activities

   20

16. Student Recreation and Lecture Center

   21

17. Student Recreation and Lecture Center

   22

18. Student Recreation and Lecture Center

   23

19. Student Recreation and Lecture Center

   24

20. Student Recreation and Lecture Center

   25
PART 3. SOME UNIVERSITY PROBLEMS

A. General Recommendations ............... Page 21
B. Race Assimilation ...................... 22
C. The Honor Sentiment ................... 23
D. Student Self Government and Politics 24
PART 3: SOME UNIVERSITY PROBLEMS

A. General Recommendations
Page 21

B. Race Assimilation

C. The Honorable Senegalese

D. Student Self-Government and Policies

24
PART 1. Religious and Social Service Activities of the Undergraduates of the UNIVERSITY OF CHICAGO

A. Preliminary Summary. The social survey questionnaires revealed that in an average group of 100 students there were:

- 88 members of a religious body
- 92 who attended a formal religious service at least once a month (exclusive of chapel)
- 45 who attended a formal religious service at least once a week (exclusive of chapel)
- 89 who attended chapel at least once a week
- 17 who attended a class for religious education at least once a month
- 18 who attended a Young People's Society at least once a month
- 13 who engaged in special religious work of some kind (Sunday School teacher, superintendent, etc)
- 7 members of a community service organization
- 13 engaged in definite social service work
- 24 engaged in household work part of time
- 32 engaged in remunerative work
- 7 who had definitely decided to devote their lives to some form of religious or social service work

B. Membership in a religious body. About nine of every ten students claimed membership in some organized religious group. Two thirds of the entire student body recorded itself as Protestant; one eighth Jewish; one twelfth Catholic. Among the miscellaneous organizations mentioned were: Greek Orthodox, Latter Day Saints, Confucians, Ethical Society, Spiritualist. Of the 2065 who returned their questionnaires correctly filled out, only one declared himself an atheist and two declared themselves agnostic.

Of 2065 men and women students:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>1378</td>
<td>66.7%</td>
</tr>
<tr>
<td>Jewish</td>
<td>266</td>
<td>12.5%</td>
</tr>
<tr>
<td>Catholic</td>
<td>167</td>
<td>8.1%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>17</td>
<td>.9%</td>
</tr>
<tr>
<td></td>
<td>237</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

Of 1268 men:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>840</td>
<td>66.2%</td>
</tr>
<tr>
<td>Jewish</td>
<td>168</td>
<td>13.2%</td>
</tr>
<tr>
<td>Catholic</td>
<td>131</td>
<td>10.3%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>14</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>115</td>
<td>9.2%</td>
</tr>
</tbody>
</table>
PART I. RELIGIOUS AND SOCIAL SERVICE ACTIVITIES OF THE UNIVERSITY OR CHICAGO

A RELIGIOUS SUMMARY. The religious survey demonstrates that an average of 100 students engage in one or more activities per week.

- In religious organizations, 18 students participate weekly.
- 25 attend a formal religious service at least once a month.
- 30 attend a formal religious service at least once a week.
- 60 attend school services at least once a month.
- 70 attend school services at least once a week.
- 80 attend a class or religious group at least once a month.

B. MEMBERSHIP IN A SERVICE ORGANIZATION. Of the religious organizations, 18 students participate weekly.

- In community service organizations, 18 students participate weekly.
- In service organizations, 30 attend a service at least once a month.
- 40 attend a service at least once a week.

C. MEMBERSHIP IN A SERVICE ORGANIZATION. Of the religious organizations, 18 students participate weekly.

- In community service organizations, 18 students participate weekly.
- In service organizations, 30 attend a service at least once a month.
- 40 attend a service at least once a week.

The table below shows the distribution of students across different organizations:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Church</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>School</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Community</td>
<td>24</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Service</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>118</td>
<td>236</td>
</tr>
</tbody>
</table>
Of 797 women:

Protestant 538 67.6%
Jewish 98 12.3
Catholic 36 4.7
Miscellaneous 3 .4
x x x x 122 15.0

The striking differences brought out in the comparison of the men and the women are: the small number of Catholic women; the relatively larger number of women with no religious affiliations of any kind.

C. **Attendance at formal religious services.** Over 90% of the men and women attended a Protestant Church, a Catholic mass, or corresponding services at least once a month. About 45% of the entire student body attended at least once a week. The women attended with more regularity than the men—7% more than the men who went at least once a month, and 16% more than the men who went at least once a Sunday.

The University Sunday Morning Religious service at Mandel drew 122 women regularly each Sunday and 24 men.

Of 1268 men and 797 women:

<table>
<thead>
<tr>
<th></th>
<th>Men 1 or more services a month</th>
<th>Men 1 or more services each week</th>
<th>Women 1 or more a month</th>
<th>Women 1 or more a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>165</td>
<td>24</td>
<td>155</td>
<td>122</td>
</tr>
<tr>
<td>(2)</td>
<td>870</td>
<td>420</td>
<td>554</td>
<td>293</td>
</tr>
<tr>
<td>(3)</td>
<td>95</td>
<td>35</td>
<td>58</td>
<td>34</td>
</tr>
</tbody>
</table>

1130 449
767

(1) Services held at Mandel Hall on Sunday Morning
(2) Services held elsewhere
(3) Services attended were in Mandel and in other places

D. **Attendance at Chapel.** The entire student body is required to attend Chapel once a week. The total number in residence in the Spring Quarter of the year 1919-20 (undergraduate) was 2800. Of this number 295 were excused from their chapel requirement, leaving 2505 who attended with regularity. 89% of the entire student body were thus always present or required to give satisfactory excuse. Otherwise grade points are deducted from the student's scholastic standing. The 11% excused were excepted because of the con-
The attendance of female students at the University of Iowa indicates that women are more likely to attend college than men. The table below shows the number of students attending college by gender and college:

<table>
<thead>
<tr>
<th>College</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>College 1</td>
<td>1000</td>
<td>800</td>
</tr>
<tr>
<td>College 2</td>
<td>900</td>
<td>700</td>
</tr>
<tr>
<td>College 3</td>
<td>800</td>
<td>600</td>
</tr>
</tbody>
</table>

The number of women attending college is consistently higher than the number of men across all colleges.

Summary:
The University of Iowa has a higher attendance rate for women than men across all colleges.
flict of certain laboratory periods and practice teaching hours, because of necessary remunerative work engaged in at that time, or because of religious differences.

E. Classes for Religious Education and Young Peoples' Societies. One of every seven men attended classes for religious education (usually in Sunday Schools) at least once a month; one of every five women attended such classes. The summary would seem to indicate that those who attend at all seem to do so with great regularity:

Of 1268 men and 797 women:

<table>
<thead>
<tr>
<th></th>
<th>Men 1 or more a month</th>
<th>Men one or more a week</th>
<th>Women 1 or more a month</th>
<th>Women 1 or more per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>185</td>
<td>119</td>
<td>163</td>
<td>110</td>
</tr>
<tr>
<td>Percentage</td>
<td>14.6%</td>
<td>20.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of each six men attended Young Peoples' Society meetings (Christian Endeavor, Baptist Young Peoples' Union, etc.), at least once a month; one of every five women were present. The summary indicates a surprising degree of irregularity as contrasted with the attendance at the Sunday School sessions noted in the preceding table. The next paragraph (F) gives a clue to the reason—those who attend Sunday School contain a large proportion of Sunday School teachers and those occupying positions of responsibility.

Of 1268 men and 797 women:

<table>
<thead>
<tr>
<th></th>
<th>Men 1 or more a month</th>
<th>Men 1 or more a week</th>
<th>Women 1 or more a month</th>
<th>Women 1 or more per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>208</td>
<td>77</td>
<td>158</td>
<td>70</td>
</tr>
<tr>
<td>Percentage</td>
<td>16.4%</td>
<td>19.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. The amount of responsible religious work. One eighth of the entire student body was engaged in some definite form of responsible religious work. 91 men were Sunday School Teachers. 53 women were Sunday School Teachers. 25 men and 4 women served as Superintendents, Assistant Superintendents, or Departmental Superintendents of Sunday Schools. 16 men and 8 women were presidents or superintendents of Young Peoples' Societies. 6 of the undergraduate men were doing actual pastoral work. The men were engaged in various lines of activity: there were choristers, a Secretary of a Chinese Mission Church, choir directors and soloists, church trustees and treasurers,
The amount of responsible work, one eighth of the entire student body was engaged in some athletic form of the athletic schedule, boys and girls, Taconic Intermediate School, 25 men and 25 women, were American football, track, basketball, tennis, basketball, women's basketball, and baseball. The total number of sports was 10, and 15 men and 15 women participated. The sports offered were football, basketball, track, and swimming. The total enrollment was 200 students, with 100 men and 100 women. The sports programs were well-organized and supervised by teachers and coaches. The athletic schedule was well-balanced, with an equal distribution of sports for boys and girls. The athletic program was designed to promote physical fitness and teamwork among all students. It was a significant part of the overall educational experience at Taconic Intermediate School.
editors of church papers, assistants at Missions and with the Salvation Army, and directors of shop meetings. The women were heavily represented in Aid, Missionary Societies and Auxiliaries; as pianists and organists; and as leaders in Jewish Welfare Agencies.

Of 1238 men and 797 women:

| Men in Responsible Religious Work | 128 | 10.9% of men |
| Women in Responsible Religious Work | 134 | 16.8% of women |
| Total | 262 | 12.7% of all |

G. Social Service Organizations. In addition to the social and religious work just reviewed which is performed thru organized religious channels, the students of the University participated in community service organizations to a marked degree. 42.1% of the students attending the University in the spring quarter lived with relatives (usually with parents) and were residing in their home community.

The survey revealed that 10% of the men who lived in Chicago were members of one or more social service organization. 28.5% of the women were so affiliated.

| Living with Relatives | 1 or more community service organizations |
| Men | 551 | 55 or 10% |
| Women | 319 | 90 or 28.5% |

The following list indicates the variety which was named: Junior Cooperative League, Jewish Welfare Associations, National Association for the Advancement of Colored People, United Charities, Women's Clubs, Urban League, Students' Alliances, Consumers' Associations, Child Welfare League, Women's Trade Union League, Loyalty and Americanization Leagues, War Service Associations (including American Legion), ministerial associations, Social Service Committee of the Illinois Steel Company.

H. Social Service Work. University men and women are not mere "joiners" since a larger percent of the student body engaged in definite social service work than belonged to formal community organizations. Some of the activities mentioned by groups and individuals were: United Charities case work and Juvenile Psychopathic Institute work (22), Boys' Clubs and Boy Scout troops, advisorships (29), visit sick, work sewing and caring for children at social settlements, teaching English to foreigners (and one Chinaman who reversed the order and put it "teaching Chinese to English"), Red Cross supervisory work, Girl's Clubs, War service community
Of 1,500 men and 750 women:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Employed in Secretarial Work</th>
<th>Employed in Other Work</th>
<th>Total Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1,100</td>
<td>400</td>
<td>1,500</td>
</tr>
<tr>
<td>Women</td>
<td>180</td>
<td>570</td>
<td>750</td>
</tr>
<tr>
<td>Total</td>
<td>1,280</td>
<td>970</td>
<td>2,250</td>
</tr>
</tbody>
</table>

The survey revealed that 10% of the men and 8% of the women were members of one of more service organizations in their community.

Irrigation with national service organizations

<table>
<thead>
<tr>
<th>Age</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td>320</td>
<td>280</td>
</tr>
<tr>
<td>31-35</td>
<td>310</td>
<td>270</td>
</tr>
</tbody>
</table>

The following list includes the majority of men and women's organizations:

- Junior Cooperative League
- Women's Protective Association
- Women's Union
- Women's Union of America
- Women's Union of America, National Association
- Women's Union of America, National Association, National American Federation of the National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association
- National Union of Women's Association

In-service training, music, etc., were also offered in some communities.

Extracurricular activities included sports, drama, and music clubs.
work and work for soldiers' families, Eleanor League, work at police station under direction of Dunkard Church of Bethany Bible School, work with Legal Aid Society, the Amnesty committee of Chicago, campaigners for Suffrage ratification, cooperative student clubs, interpreter, directors of Americanization courses.

Summary:  
Men 83 6.5%  
Women 193 24.3  
Total 276 13.3

The comparative figures show that the women of the university did four times as much social service work as the men. The particularly efficient work of the Y.W.C.A. in placing about 200 women helps to account for this.

I. Household Work. A type of social service work which is much less spectacular than the above and which is often neglected is non-remunerative household work. The number of those who engaged in household work should be noted in connection with the total volume of social service work which was done by the student men and women.

Summary:  
Total engaging in some household work  
Number doing 10 or more hours per week  
Men 216 17% 49 22.7  
Women 296 37.1 95 32.1

(*) of those who do any household work

The fact that 551 men of the university lived at home or with other relatives accounts for the tremendous amount of work which they did. The women worked much longer on the average than the men, as shown by the last column of percentages in the summary above. Nearly two out of every five women engaged in household work.

J. Remunerative Work. Another factor which must be considered if a fair estimate is made of the relative importance of the social service work carried out by individuals of the student body. The following table gives the essential facts about the enormous amount of remunerative work engaged in by university men and women:

<table>
<thead>
<tr>
<th>Total in remunerative work</th>
<th>10 or more hours per week</th>
<th>20 or more hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>539 (42.5%)</td>
<td>409 (*75.3%)</td>
</tr>
<tr>
<td>Women</td>
<td>224 (30.6)</td>
<td>144 (*64.3)</td>
</tr>
</tbody>
</table>

(*) of those who do any remunerative work
The preceding paragraphs show that the women of the University did an equal if not greater amount of the war work. The number of women doing some form of work was over 200. Women helpers to economic war effort.

### Summary:

<table>
<thead>
<tr>
<th>Number</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 home boys</td>
<td>80</td>
<td>50%</td>
</tr>
<tr>
<td>15-19 home boys</td>
<td>80</td>
<td>50%</td>
</tr>
<tr>
<td>14-19 home boys</td>
<td>80</td>
<td>50%</td>
</tr>
<tr>
<td>15-19 home girls</td>
<td>80</td>
<td>50%</td>
</tr>
<tr>
<td>14-19 home girls</td>
<td>80</td>
<td>50%</td>
</tr>
</tbody>
</table>

— of these who go on remembrance work.
This table means that two men of every five men in residence and one of every three women engaged in some form of remunerative work during the academic school year. No summer work of any description is included.

While the figures indicate a very large employment of women, the fact that only 26% of them work 20 or more hours per week as contrasted with 42% of the men indicates that their work is not as strenuous as the work of the men. There were frequent cases among the men of from 30 to 40 hours per week, and individual cases which ran above 40 hours.

The occupations mentioned (altho unasked for) included tutoring; university library, departmental and clerical service; and various types of salesmanship and outside clerical work. A detailed study of occupations was not undertaken in this survey.

K. Social or Religious work as a life vocation. 76 men and 68 women indicated that they had definitely decided to devote their lives to some kind of social or religious work. Still others (7 men and 8 women) indicated that they were considering something of the kind, but that they had not yet decided. Among the different vocations mentioned by the men were:

<table>
<thead>
<tr>
<th>Social Service (vocational guidance, case work, etc)</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministers</td>
<td>12</td>
</tr>
<tr>
<td>Missionaries</td>
<td>4</td>
</tr>
<tr>
<td>Medical Missionaries</td>
<td>12</td>
</tr>
<tr>
<td>Y.M.C.A. Secretaries</td>
<td>3</td>
</tr>
<tr>
<td>Social Service League in China</td>
<td></td>
</tr>
<tr>
<td>Evangelistic singing</td>
<td></td>
</tr>
<tr>
<td>Social Journalism</td>
<td></td>
</tr>
<tr>
<td>Cooperative Movement and Labor</td>
<td></td>
</tr>
<tr>
<td>Party</td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Latter Day Saints Missionary</td>
<td></td>
</tr>
<tr>
<td>Spiritualist Lecturer</td>
<td></td>
</tr>
</tbody>
</table>

Among the activities mentioned by the women were:

<table>
<thead>
<tr>
<th>General Social Service (Case work, Settlement work, etc)</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missionaries</td>
<td>10</td>
</tr>
<tr>
<td>Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>Y.W.C.A. Secretary</td>
<td></td>
</tr>
<tr>
<td>in the entire student body</td>
<td></td>
</tr>
</tbody>
</table>

It is interesting to notice that 12 are contemplating the ministry, 14 Educational Missions, and 12 Medical Missions.

L. Organized Student Religious Activities.

(1) Young Women's Christian Association. The Y.W.C.A. had 674 members, of whom 529 were church members and 145 non-church. The organization has the following five agencies to carry on its work: Advisory board (Faculty women and wives of university professors)
The figure indicates a very large employment of women. The fact that only 20% of the men work 40 to 50 hours per week, whereas 40% of the women work 40 to 48 hours per week, is most curious.

The occupance of women (the underclass) is not negligible. The work is not as strenuous as the work of the men. There were no injuries or serious accidents among the women.

A gathering study of occupations was not undertaken in this report.

Korean of Occupation workers in this report. Any 50 workers interested may find helpful given to.

* * *

Social Service (vocation, case work, etc.)

Ministry of
Ministry of Finance
Social Welfare
Social Cooperation

Cooperative Movement and Report

Religious Section

Religious Section

in Korea

AMONG THE ACTIVITIES MENTIONED OF THE WOMAN: WORK,

Society for Women's Service (case work, settlement work, etc.)

Ministry of

Y.W.C.A.

RELATIVE RELATION ACTIVITIES

The Y.W.C.A.

(1) Young Women's Gift Collection

The number of women has increased by 50 since more women contribute money and the number of women on the work are growing.

university's perspective)
First Cabinet (selected students)
Second Cabinet (students selected to assist the First Cabinet)
Twelve Student Committees
Freshman Commission

The work is under the direction of a trained secretary. The First and Second Cabinets meet weekly and review the work of the Association and develop policies. The Advisory Board must approve all the activities carried on by the Association.

Religious work during the past nine months was carried on along these lines:

- Religious Discussion Groups (Fall and Winter)
- Sunday Vespers (Fall and Winter)
- Devotional inspiration in committee meetings
- World Fellowship Groups (winter quarter)
- Placing of workers in settlements (special social service committee)
- Supported Y.W.C.A. Secretary at Madras, India, by means of an annual financial campaign netting (last year) $1700

The on-campus work of the association which is distinctly social in nature will be discussed at intervals during the course of this report.

2) Young Men's Christian Association. The Y.M.C.A. functions thru its secretary and undergraduate cabinet and committees. The definitely religious work and social service activities included during the past year:

- Cooperation with the Y.W.C.A. in Sunday Vespers Fellowship Discussion Groups conducted by university students and faculty men
- Discussion groups maintained in fraternity houses and campus halls
- Workers placed in settlements (thru social service committee)

The social work on the campus will be discussed in connection with special problems investigated and reported in this summary.

3) Student Volunteer Band. The S.V.B. is organized to enlist and train workers in foreign mission activities of all kinds. Last year it had 56 members. These were largely graduate students, and the organization had very little attention from Undergraduates. At its weekly meetings it
The work to which the attention of a greater number of students is daily directed, is the work of the Association. The Association is a body of students who, by their action, find an outlet for the energies of a large number of individuals.

Robert G. Clement Committee Chairman
Society of Students Committee on Finance

The work of the Association, as well as the activities carried on by the Association, are carried on along these lines: [Text continues with further details about the activities and responsibilities of the Association.]
studies missionary conditions throughout the world, and makes a special effort to bring returned missionaries to the campus. 28 returned missionaries from various parts of the world were on the campus during the year 1919-20 and cooperated with the Band.

(4) Religious Societies. Religious societies exist to encourage social relations among those of similar religious faith and to offer an opportunity for others to become acquainted with their postulates. Such societies include the Brownson Club (Catholic), the Christian Science Society, and the Menorah Society (organized for the propagation of Jewish culture). These clubs meet several scores of students during the academic year.

(5) The Board of Christian Union. The Board is composed of representatives from the faculty, the various student activities, and representative students appointed by the President. Its purpose is to hear monthly reports from the various organizations on the campus relative to their religious work, to advise and coordinate the work of these associations, and to direct the all-university religious occasions.

(6) Settlement Board. The Settlement Board administers the affairs of the University of Chicago Settlement which has been supported for a quarter of a century in the stockyards neighborhood. The offerings at the Mandel Sunday morning service go to the settlement (excepting one tenth which is used to defray the expenses of the Board of Christian Union).

M. PROBLEMS CONNECTED WITH THE RELIGIOUS LIFE OF THE UNIVERSITY.

(1) Doers of the Word: not hearers only. Nearly half of the student body hears the gospel of social righteousness at least once a week. This is a sharp contrast to the number who participate in active church, Sunday School, and Young People's work. The imperative truth is that the churches of Chicago in general and of Hyde Park in particular are not getting hold of University men and women and using them on as functional units in their organized activities. This is largely the fault of the college student and his preoccupation with the scholastic routine. But personal work among the men and women of the university would without doubt increase the number of those engaged in active religious service.

A successful step toward full cooperation between
Repose Society. The Rest and Recreation section of the College Union is an opportunity for students to engage in various activities such as sports, music, and drama. These clubs meet several times a week,

(5) The Board of Education. The Board of Education is responsible for the management and administration of the educational programs at the College Union. It ensures that all educational activities are carried out in accordance with the College's mission.

(6) Settlement Board. The Settlement Board is responsible for the management and administration of the settlement programs at the College Union. It ensures that all settlement activities are carried out in accordance with the College's mission.

Matters Connected with the Religious Life of the University.

(1) Role of the World for Nature Only. Nature Week is an annual event that takes place each spring at the College Union. It is a week-long celebration of the natural world, with various activities planned for students and faculty to learn more about nature and its importance.

A successful year's work depends upon cooperation between

...
the University and the neighborhood churches was taken this year. The two Christian Associations sent to the different churches in Hyde Park the list of those students who had expressed their denominational preference on their registration card. Next year, after a better adjustment has been made with the administrative officers, this information will be sent out within a week after the opening of school. Another step in the same direction is the proposed Secretary for Church Cooperation to be added to the staff of the Associations in the Fall of 1920.

(2) The Mandel Sunday Morning Service.

The University service at Mandel Hall on Sunday morning brings to the university community some of the leading clergymen of the country. The questionnaires showed that 473 university men and women attend Mandel at least once a month, a total which is somewhat less than a fourth of the total surveyed. Of the entire number there were 146 who attended the services each Sunday. The congregation is made up of faculty families, of neighborhood residents, and of students.

This service has often been criticized by neighboring churches and has been a stumbling block in the relations between the university and the Hyde Park religious organizations. The following points have been raised against it:

(a) The Mandel service does not encourage active religious participation because it offers no channel for organized religious activity. The questionnaires indicated that those who attend Mandel do not engage in Sunday School work to the extent of those who attend neighborhood churches. The reason for this is largely found in the fact that many of those who attend the neighborhood churches are attending their home church. The Mandel service also comes at a time to conflict with many of the Hyde Park Sunday Schools.

(b) It narrows the social contacts of the student body. If the students were encouraged to get in touch with churches not directly affiliated with the university their acquaintanceship would be expanded.

(c) Religious leaders of national fame should be brought into the community at a time when all of those interested could get in touch with the inspiration of their message. This would be in the afternoon. The success of the series of lectures given during the last year by members of the faculty on "Christianity and the Modern World" indicates that afternoon meetings would draw a large attendance.

(d) There are some who insist that the com-
The University and the Neighborhood Committee was taken.

The University had a Committee to study the effect of the neighborhood on the student life. The Committee had a number of tasks, such as:

1. To study the effect of the neighborhood on the student life.
2. To study the effect of the neighborhood on the student health.
3. To study the effect of the neighborhood on the student's academic performance.
4. To study the effect of the neighborhood on the student's social life.

The Committee had a number of meetings and discussed these issues in detail. The meetings were held regularly and the minutes were recorded.

In the fall of 1930, the Committee met to discuss the effect of the neighborhood on the student life. The Committee had a number of tasks, such as:

1. To study the effect of the neighborhood on the student life.
2. To study the effect of the neighborhood on the student health.
3. To study the effect of the neighborhood on the student's academic performance.
4. To study the effect of the neighborhood on the student's social life.

The Committee had a number of meetings and discussed these issues in detail. The meetings were held regularly and the minutes were recorded.
munity churches offer all the facilities necessary to care for the people who attend Mandel. The neighborhood houses of worship vary from Congregational, Presbyterian, and Baptist to Catholic and Christian Scientist. As it is, the reputation of the speakers brought to Mandel causes many to omit all connection with neighborhood churches; and by so doing to lose all stimulus to active religious work. This objection correlates with the first one offered.

The services are too well established to admit of any proposal to abolish them altogether, and such is not the intention of the overwhelming majority of the critics.

The suggestion that the services be postponed until the afternoon has this very practical objection: the men of note who address the morning congregation are often engaged to speak before the Sunday Evening Club at Orchestra Hall in the evening. An afternoon sermon would put the addresses too close together to give the speakers justice.

In all probability the solution of the problem will depend upon the establishment of a working agreement with the neighborhood churches whereby the Sunday School hours of the various churches would not conflict with the Mandel Hall service. This would enable the university students to function in organized religious work in the local churches and to get in touch with speakers of wide reputation on religious matters. There is no conflict in the case of many churches, and the matter would require adjustment in the case of a comparatively small number. This matter should be taken care of by the new secretary for church cooperation.

(c) Chapel. An effort was made by the committee to ascertain the student sentiment regarding the compulsory chapel requirement. Individual committeemen interviewed all the students possible and casually brought up the subject of chapel. An earnest attempt was made to discover the real motive for opposition to chapel in the cases where opposition was expressed. It has been absolutely impossible to secure a quantitative estimate of the opposition. Much of the adverse criticism was simply the natural reaction to any kind of a requirement. Some opposed the chapel because it was too short to accomplish anything, and might as well be done away with. The chief support of chapel seemed to come from Senior college women, and the chief objection from the Junior College men. The purpose of this enquiry has been to discover the reasons for the opposition, rather than to give a balance of the reasons given in favor of and against compulsory chapel. The following objections are the ones encountered with the greatest frequency:

(a) Chapel services are monotonous. The short
It is of the utmost importance that the committee be thoroughly acquainted with all the facts and figures relative to the case. The committee should be prepared to answer any questions that may be put to them regarding the case.

In the case of a committee member's appointment, the committee should be aware of any potential conflicts of interest. If any member of the committee has a personal interest in the case, they should recuse themselves from the deliberations.

It is important for the committee to be fair and impartial in their decision-making. They should not allow personal biases or emotions to influence their judgment.

The committee should also be mindful of the potential consequences of their decision. A hasty or ill-considered decision could have far-reaching implications for all concerned.

In summary, the committee must be diligent, fair, and impartial in their deliberations. They should carefully consider all the evidence and arguments presented to them before reaching a decision.
time makes it impossible to secure outside speakers, and in the past the variety has not been provided for. It is fair to say that during the latter half of the last year that a special effort to change the program met with wide approval.

(b) The difficulty of the church hymns which are sung throw a wet blanket upon the whole proceedings. This is particularly true of the men's chapel.

(c) Altho this is the only official gathering of the student body, the students have very little part in it.

The second objection is levied against a detail which can be easily remedied. It has been suggested that books more suitable for congregational singing be secured, and that the music be under the direction of a chorister.

Few students had anything constructive to suggest regarding chapel because they had spent no thought on it. But certain Seniors (particularly those identified with the Honor Commission) did have some ideas. The best of them were:

(a) The University of Chicago student body comes together only at the chapel sessions. The opportunity might be taken to develop a school esprit de corps. One chapel in every four might be devoted to secular matters. Representatives of the student activities could make their appearance before the entire body and enlist a wider interest in worthwhile campus matters. Suggestions for this secular chapel are scattered throughout the pages of this report.

(b) A student committee might be secured to cooperate with the faculty committee which arranges chapel programs. This committee could be suitably selected by the Undergraduate Council as an agency of the whole student body. On secular chapel days the president of the Council might assist the presiding dean.
The difficulty of the opinion which was
and continued a wet harvest upon the whole breakfast. This
The portability of the men's case
\(\text{(c)}\) All the riders in the only available exasperate
of the student body, the evidence have very little part in

The second operation is to render effective a general
which can be easily remedied. It has been suggested that
poorer morale suitable for counter-evidence against the characteristic. And that the music begins when the projection of a carriagery,
and that the music begins when the projection of a carriagery,

New students may enrolling cooperation to support
sectional aspects because they have never heard it and
sectional aspects because they have never heard it.

more:

The University of Chicago student body
come together only at the campus residence. The opportunity
might be taken to develop a social aspect of campus. One
members in every town might be gathered to support students.

Recommendations of the student association contain many points
appearance before the entire body and offer a whole team
securing agreed upon sections. Suggestions for this
securing agreed upon sections. Suggestions for this
report.

A minimum committee might be secured to
cooperate with the faculty committee which submits a faculty
resolution. This committee needs to submit a resolution on the
undergraduate council as an aspect of the whole student body.
Part 2. Social Contacts of the Student Body (exclusive of religious and social service contacts)

The moral attitudes of the educated man or woman have their origin in the social contacts of university life. Does the University of Chicago student body have opportunities of sufficient variety and quality to develop a socialized citizen?

A. Student Organizations. Fraternities, clubs, and hobby organizations bring students together in relations of varying intensity. One way to measure the socializing value of these organizations is to discover the number of students who belong to four or more, three, two, one, or none.

Summary of student membership in campus organizations:

<table>
<thead>
<tr>
<th></th>
<th>4 or more</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>239•18.8%</td>
<td>228•18.0%</td>
<td>266•21.0%</td>
<td>303•23.9%</td>
</tr>
<tr>
<td>Women</td>
<td>163•20.4%</td>
<td>126•15.7%</td>
<td>150•18.7%</td>
<td>146•18.2%</td>
</tr>
<tr>
<td>Total</td>
<td>402•19.5%</td>
<td>354•17.2%</td>
<td>416•20.2%</td>
<td>449•21.6%</td>
</tr>
</tbody>
</table>

In spite of the fact that the Reynolds Club, the Y.W.C.A., and the Y.M.C.A. were included among the number listed on the questionnaires, it is still true that 62.3% of the student body belonged to two or less organizations. The Reynolds Club itself reaches 800 men, the Y.M.C.A. and the Y.W.C.A. reach several hundred men and women.

The range of activity of student organizations is indicated from the following classified list:

Fraternities (24), Women's Clubs (11), Campus Club
Departmental Clubs: Commerce Club, Home Economics Club, language clubs (French, German, Spanish, Classics)
Honorary social: Iron Mask, etc.
Regional: Southern Club, State Clubs
Foreign Students: Cosmopolitan, Czech) etc.
Miscellaneous social: Square and Compass (Masonic), Federal Board Students Association (disabled soldiers)
Musical: Band, Glee Club (Women's Athletic Assn.
Dramatic: Blackfriars, Dramatic
Literary: Poetry, gavel
Journalistic: Maroon, Cap and Gown, Phoenix
Honorary achievement organizations: "C" men (those awarded athletic heroes of university), Delta Sigma Rho (debate), Phi Beta Kappa (scholarship), etc.
The fraternities included 575 men, or 21.4% of the total number of men in the university. The Women's Clubs included 272 members, or 16.7% of the women in residence. The men's Campus Club had a roster of 117. Honorary social or achievement fraternities are not included in the figures given.

There seems to be ample opportunity for anyone who wishes to join the various hobby clubs (Dramatic, Musical, etc.) and who shows any capabilities, since the basis of membership is largely competitive. Departmental Clubs are open to anyone who demonstrates sufficient interest. There also seems to be ample opportunity for the initiation of new organizations and projects on the campus. Within the last two years the following organizations listed above have been organized: Phoenix Magazine, Phoenix local fraternity, Campus Club, Glee Club, Travel Club, Federal Boards Student Association, Women's Athletic Association.

However, the old established and wealthy fraternities monopolize the strategic social positions on the campus. The selection of the leaders of the university dances and the selection of the personnel of the honorary fraternities is governed by them.

Altho the Jews are cut off from the social fraternity relation (except the wealthy Jews who organize their own fraternities) they are coming out of their isolation very rapidly. The Gavel, Campus, Commerce Clubs are largely governed by Jewish students, and the enterprising members are pushing into every line of activity.

The Chinese and Japanese Students (together with the minorities of other races) have organized the Cosmopolitan Club which operates a house in cooperation with the university.

The rising number of negro students makes a special problem since the social barriers are high between them and the whites. As yet the negroes have not penetrated far into the university activities, except in very unusual cases. The negro men have organized a fraternity of their own which is not admitted into the local interfraternity group.

Many of those engaged in remunerative work lack the time to affiliate themselves with campus activities. The off-campus student who lives beyond walking distance and with relatives is also cut off from full participation in campus life, since he must leave the campus early in the day and carry on his part in family life. The fact has already been noted that 42.5% of the men in residence during the spring quarter and 30.6% of the women were engaged in remunerative work. The fact that nearly two of each group of five women was engaged in household work indicates that the women had to share some home responsibilities which served to sever their connection
There seems to be ample opportunity for women who wish to join the various hobby clubs (Dramatic, Musical, etc.) and to develop the various talents, which are so often neglected among women. There is a growing need for some more comprehensive recreational interests. These clubs seem to be making great strides in this direction.

However, the lack of a centralized and well-organized network of hobby clubs, and the monopolistic nature of the present organizations, combined with the difficulty of finding a variety of activities, are major obstacles to the development of the hobby clubs. The Chinese say "wardrobe" and "business" are the two main focuses of women's leisure activities. Apart from these, there are also the more recent "women's clubs" and "women's associations," which are gaining popularity among women.

As the women's social status improves and their access to leisure activities increases, there is a growing demand for more structured and organized hobby clubs. The Chinese say that "women's clubs" and "women's associations" are the key to women's leisure activities. With the increasing number of women entering the workforce, there is a growing need for more structured and organized hobby clubs.
with ordinary undergraduate life. The number of those living beyond walking distance of the campus is indicated in the summary:

<table>
<thead>
<tr>
<th>Students living beyond walking distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Students living with relatives:

<table>
<thead>
<tr>
<th>Students living with relatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The Jewish group in the student body is largely represented in the tables of those living beyond walking distance, of those living with relatives, and of those engaged in remunerative work, since a larger proportion of Jews work and life off campus than of any other single element in the student body.

As a result of some of these complicating factors mentioned we find that less than four of every ten students have affiliated themselves with more than two campus organizations of any nature whatsoever, and that two of these four have no affiliations of any kind.

B. **Sociable Contacts.** The formally social contacts of the members of the student body depend upon their membership in the exclusive social organizations, their residence in campus halls, their participation in class and university functions, and their own individual acquaintances. It is scarcely possible in a brief survey to secure an estimate of the individual social life exclusive of the university channels, and no such a task was attempted. The sociable activities of the various campus groups are summarized as follows:

1. **Social Activities within university halls**

   Men: There were 330 men housed in university dormitories last quarter. South and Middle Divinity and Snell Halls usually have only two smokers a quarter as their social events. Hitchcock has one smoker and two dances a quarter and had two luncheons in Hutchinson Commons this year.

   Women: There were 333 women in university dormitories during the last quarter. The social events of these halls are usually teas, tea dances, and evening dances. Most of the halls entertain members of the faculty at dinner and they
The number of those living away from home is large, and these figures are presumably incomplete.

<table>
<thead>
<tr>
<th></th>
<th>118</th>
<th>321</th>
<th>439</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>579</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As a result of some of these competing forces and the desire of the student body to be independent, many students have left home and moved to college dormitories. This trend is likely to continue as more and more students choose to live away from home. The number of students living away from home has increased significantly over the past few years, and it is clear that this trend is here to stay.

Social Activities. The social activities of the students at this college are quite varied. The social life of the college is centered around a variety of events that take place throughout the year. These include dances, parties, and other social events.

Men: There were 380 men living away from home.
Women: There were 228 women living away from home.
all participate in the inter-hall reception which is given on college day. There is a rough average of two tea dances and one evening dance a quarter in Green, Beecher, Kelly, Foster, and Greenwood Halls. Drexel House, Woodlawn, and Kimbark Halls do not entertain so often.

(2) Social Activities of the Classes.

The activities of the Sophomore and Senior classes during the past quarters may be taken as typical of class social events.

The Sophomore class gave the following functions (no estimate of attendance available): theater party, dinner followed by a vaudeville and a dance, a tea, lawn party and afternoon dance (for members of the class only), and seven afternoon dances for other classes.

The Senior functions were:

2 Sunday teas (75 present at each)
3 suppers and evening entertainments (100 present at each)
3 afternoon dances (100 present at each)
2 afternoon teas for women (30 present at each)
1 matinee party (130 present)
1 picnic

The relatively small number participating in these events was not due to excessive cost since the combination class ticket was apparently very reasonable in price.

It has been remarked often that the class functions were supported by about the same clientele.

(3) Social Activities of the Fraternities and Clubs.

The 24 social fraternities have no uniform social policy. Their sociable activities range from a minimum of two smokers and one dance a quarter to nine dances, several teas, luncheons and open houses for friends of the fraternity. The average would probably be a modification of the latter report. 20% of the university men were affected by fraternities.

The Women's Clubs reach one sixth of the university women. These clubs have an average of twelve entertainments a year aside from weekly business meetings. These entertainments take the form of teas and dances.

The Reynolds' Club averages two or three smokers and two or three dances a quarter under normal conditions. 800 men were affiliated with the Reynolds' Club last year. The 117 members of the Campus Club participated in smokers
(3) Social Activities of the Officers

The social activities of the members may be taken as typical of those social events which the following functions were:

- Banquet to the Members at each (100 percent of each)
- Luncheon to the Members at each (100 percent of each)
- Afternoon tea to the Members (80 percent of each)
- Matinee party (100 percent per hour)

The relatively small number participating in these events was not due to excess of time since the company members are all members very accessible to price. It has been mentioned often that the class function were supported by support the same clientele.

(3) Social Activities of the Representatives and Directors

The social activities of the representatives and directors are limited to a minimum social policy. However, social activities range from a minimum of two smokers who are guests who have been admitted to of the representatives. Those incidents may be considered for inclusion in the following:

The representatives of the company have been selected by the officers and those who are from the meeting, business meetings. These social activities are usually from the time or from any function.

The representative's chip activities two or three smoke.
and the conventional informal dances during the first year of organization. The other organizations listed in part A of this section of the report engaged last year in various social functions. The report of the Auxiliary of the Ida Noyes Advisory Council indicates the variety of social activities which take place in the Women's building. They report that over forty five different organizations used rooms in the building for social affairs. These included the language clubs, the Chicago Alumni Club, the University of Chicago Dames (wives of students and faculty), regional clubs, religious organizations, etc.

(4) All university functions.

During the past year there were four social functions which may be called “All university” social functions. The Washington promenade had an attendance of 666 men and women. The Interclass Hop was participated in by 488 students. 1000 students are estimated to have actually been present at the Settlement Dance. The cosmopolitan character of this event marks it as the most democratic and least formal social event of the year. The first university picnic was conducted by the Christian Associations this year and received the support of the faculty and students in large measure. It is estimated that 1200 people attended. The uniqueness of the affair and its splendid success has left it an assured place in the university calendar.

This staggering list of dances, teas, smokers, picnics, parties and general sociable affairs must not be taken as the most significant aspect of the question of social life in the university. The real values are not in the dance or in the smoker: the values are the imponderable values which come from contact with different people. Fraternity life is not all dances and smokers, for example, and the chief values of fraternity life must be sought in the unobtrusive field of how men improve thru relationships with their fellows in everyday life.

In spite of the conclusion that the wealthier and better established exclusive fraternities and clubs dominate the positions of conspicuous leadership in social affairs, it is apparent that a sufficient variety is offered to make it possible for every student so inclined to participate in some form of sociable life.

C. Intergroup Athletics.

A social factor of growing importance is the inter-organization and interclass athletic and gymnasium competition. Athletics puts a premium on individual energy and exertion and stimulates informal social intercourse on the basis of equality. The war demoralization of intercollegiate athletics helped to stimulate intergroup athletics. The innovation of a novice track meet this spring (open to those who had not competed on regular teams) was a successful departure.
During the past year there were four societies.

The Wisconsin Epsilon Chapter of the American Association of Anatomists was organized in January 1948.

The International Congress of the Comparative Anatomy of the Spinal Nerves, held in Boston, Mass., August 1948, was attended by over 200 people.

The American Association of the History of Science, held in New York City, October 1948, was attended by over 100 people.

The American Association of the History of Science, held in St. Louis, Mo., December 1948, was attended by over 500 people.

The American Association of the History of Science, held in San Francisco, Calif., January 1949, was attended by over 300 people.

The American Association of the History of Science, held in Chicago, Ill., April 1949, was attended by over 200 people.

The American Association of the History of Science, held in New York City, July 1949, was attended by over 150 people.
One group of 326 college students presents a result which is typical of the entire student body: 6 were engaged in intercollegiate athletics, 49 in interclass, and 33 in interorganization athletics. Ten majors of gymnasium work are required for graduation and these classes are incidentally one of the best agancies for enlarging the circle of acquaintances. This is particularly true of underclassmen. The Campus Club conducted a tennis tournament which was a valuable supplement to the interfraternity athletic program.

D. Common Meals. Another agency for bringing people together which has long been recognized is the common meal. Fraternity men intensify their own life by conducting a table in each of their houses. The residents of a few of the Women's dormitories have their meals served there. Ida Noyes has a cafeteria for women students. The following estimates of the number cared for at the different meals was made by Miss Dana:

- Morning: 450
- Noon: 900
- Night: 400-500

The men have a cafeteria conducted for them in Hutchinson Hall. Miss Dana estimates the following number served:

- Morning: 450
- Noon: 800
- Night: 300-400

E. Common living quarters and study places.

The largest degree of isolation for study is to be had in a room in a private home. The least degree of isolation and freedom from interruption is usually in the family home. A fraternity or residence hall permits a workable compromise between the extremes. The university dormitories accommodate the following:

- Men: 330
- Women: 333

The twenty four fraternities house about 15 men on the average. We have already noted the number who live with relatives.

- Housed by fraternities: 360
- Men with relatives: 551
- Women with relatives: 319

The total number accounted for as living in dormitories, fraternity houses, or in relatives' homes is 1893, or 91.7% of those in residence during the last quarter. The other 8.3% is scattered among private dwellings and strangers.
The purpose of the College English program is to prepare students for the writing of high-quality English essays. The College's program is designed to help students develop their writing skills through a variety of assignments and activities. The program emphasizes clear communication and proficiency in written expression.

The College of Education offers a range of programs to meet the needs of different groups of students. The program is designed to provide students with the skills and knowledge they need to succeed in their chosen fields.

The program includes a variety of courses and activities, such as writing workshops, individual tutoring sessions, and opportunities to practice writing in a variety of contexts. The program is designed to help students develop their writing skills and to prepare them for success in their future careers.

The College of Education is committed to providing students with the skills and knowledge they need to succeed in their chosen fields. The program is designed to help students develop their writing skills and to prepare them for success in their future careers.
It is impossible to secure a fair estimate of the amount of studying done by university students upon their regular work. Likewise it is impossible to determine accurately where the studying is done. Some suggestive figures have been secured by Miss Ver Nooy of the Library Staff for the Harper General Reading Room, the Graduate Reading Room in History, and the Catalog Room. The following is taken as a typical day during the last quarter:

<table>
<thead>
<tr>
<th>Hour</th>
<th>Harper Main Reading Room</th>
<th>Graduate History R.R. (E31)</th>
<th>Catalog R.R. (W31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>144</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>10:00</td>
<td>168</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>11:00</td>
<td>99</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12:00</td>
<td>37</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>1:00</td>
<td>158</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2:00</td>
<td>149</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>3:00</td>
<td>176</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>4:00</td>
<td>121</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>5:00</td>
<td>53</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>6:00</td>
<td>20</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>7:00</td>
<td>29</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8:00</td>
<td>40</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>9:00</td>
<td>31</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

F. Recitations and Lectures.

As a rule three hours a day are devoted to actual recitation or lecture work. What socialization value has the classroom? It is at once apparent that this will depend largely on the size of the class and the personality of the teacher. Classes of thirty and over grow unwieldy in recitation work and force the emphasis to be placed on the lecture. This necessary limitation upon the participation of the students in the class cuts off the interchange of ideas and the chance to size up the men and women in the class. This represents a tangible decrease in the socialization value of the classroom. It is important especially that the freshman classes remain small for the freshman needs a less abrupt transition to the new environment. The tremendous after the war inrush of students made the past year a particularly unsatisfactory one as caused the crowding of several of the elementary courses. This could have been avoided only by an arbitrary policy of curtailing enrollment which was not considered wise. Many of the courses were taught by graduate assistants with little experience and buried beneath the load of graduate work. This is fortunately not an established policy with the University of Chicago and may be considered as a temporary maladjustment. The fundamental maladjustment at the University will be discussed in G.
IT IS IMPOSSIBLE TO OBTAIN A FAIR ESTIMATE OF THE "REAL" OR "TRUE" SCALE OF THE DEVELOPMENT OF THE SITUATION OF THE PROFESSIONAL EDUCATION OF ENGR.

1. The table below is a summary of the number of students enrolled in each semester from 1931 to 1935, and the number of graduates in each semester from 1932 to 1936.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>1932</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>1933</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>1934</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>1935</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>1936</td>
<td>72</td>
<td>36</td>
</tr>
</tbody>
</table>

2. The following is a summary of the names and addresses of the graduates from 1932 to 1936.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>123 Main St, Anytown, USA</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>456 Oak St, Anytown, USA</td>
</tr>
<tr>
<td>Richard Lee</td>
<td>789 Elm St, Anytown, USA</td>
</tr>
<tr>
<td>Sarah Jane</td>
<td>101 Pine St, Anytown, USA</td>
</tr>
<tr>
<td>Michael Clark</td>
<td>222 Beech St, Anytown, USA</td>
</tr>
<tr>
<td>Elizabeth S.</td>
<td>333 Maple St, Anytown, USA</td>
</tr>
<tr>
<td>David Brown</td>
<td>444 Willow St, Anytown, USA</td>
</tr>
<tr>
<td>Emily Rose</td>
<td>555 Cherry St, Anytown, USA</td>
</tr>
<tr>
<td>William Jones</td>
<td>666 Ash St, Anytown, USA</td>
</tr>
<tr>
<td>Karen Lee</td>
<td>777 Cotton St, Anytown, USA</td>
</tr>
<tr>
<td>Peter Clark</td>
<td>888 Oakley St, Anytown, USA</td>
</tr>
</tbody>
</table>

3. The following is a summary of the courses taken by the graduates from 1932 to 1936.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>15</td>
</tr>
<tr>
<td>Calculus</td>
<td>20</td>
</tr>
<tr>
<td>Physics</td>
<td>30</td>
</tr>
<tr>
<td>Chemistry</td>
<td>25</td>
</tr>
<tr>
<td>Biology</td>
<td>35</td>
</tr>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>50</td>
</tr>
<tr>
<td>Economics</td>
<td>60</td>
</tr>
<tr>
<td>Sociology</td>
<td>70</td>
</tr>
<tr>
<td>Psychology</td>
<td>80</td>
</tr>
<tr>
<td>Geology</td>
<td>90</td>
</tr>
</tbody>
</table>

4. The following is a summary of the average grades received by the graduates from 1932 to 1936.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Average Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>3.5</td>
</tr>
<tr>
<td>Calculus</td>
<td>3.4</td>
</tr>
<tr>
<td>Physics</td>
<td>3.6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3.2</td>
</tr>
<tr>
<td>Biology</td>
<td>3.4</td>
</tr>
<tr>
<td>English</td>
<td>3.6</td>
</tr>
<tr>
<td>History</td>
<td>3.5</td>
</tr>
<tr>
<td>Economics</td>
<td>3.3</td>
</tr>
<tr>
<td>Sociology</td>
<td>3.7</td>
</tr>
<tr>
<td>Psychology</td>
<td>3.5</td>
</tr>
<tr>
<td>Geology</td>
<td>3.6</td>
</tr>
</tbody>
</table>
G. Faculty-student contacts.

The prevailing complaint of serious undergraduates is the impersonality of their classes and the few opportunities they have for direct contact with either their own instructors or with men of prominence in their departments. This is largely due to the preoccupation of the instructor with the research work upon which his advancement depends.

The harassed deans of the Junior Colleges are forced to confine their individual attention to hasty interviews at three month intervals at which three courses are O.K.'d with considerable dispatch. When one dean has to handle all the Junior College Men (except Science) from "A to L" it is clear that he cannot devote much time to individual conferences. And these deans are burdened with their own teaching and research duties beside their advisory functions.

The faculty advisors of the various organizations (residence halls and fraternities and clubs) offer another faculty-student contact, tho in the majority of cases it appears that these relations are superficial and somewhat perfunctory. It is the same story of an oversupply of private objectives.

The student who desires to establish contacts has to overcome many handicaps. When the instructor appears before a World Problems Forum or a Y.M.C.A. discussion group, the individual cannot hope to absorb enough time individually to test out his ideas completely. The student who attempts to talk with the instructor after hours is subject to the taunt of wishing to "get in on the ground floor". The student cannot hope to absorb a large proportion of the stated class hour without incurring the displeasure of the class. There is, in short, no organized channel whereby earnest undergraduates can take their special problems to men of conspicuous ability on the faculty without feeling that he is making a decided imposition upon them.
6. Faculty-student contacts

The meaningful accomplishment of severe qualifications is the responsibility of their classes and the few opportune teachers who have the ability to give direct contact with other fields and the "Community". These teachers need to be exposed to the emotional guidance of the instruction. This is largely due to the perception of the instructors.

Facultations: The research work upon which the advancement depends

The purpose of the junior college is to continue the technical training to meet the needs of the students. The junior college has been described as an "A.I.D. College" from the college to continue to support the students' growth. In order to do so, the college must be strong enough to offer adequate technical training to the students. The junior college must be able to offer a variety of courses and programs to support the needs of the students. The junior college must also be able to offer a variety of technical training to the students. It is important for the junior college to offer a variety of technical training to the students.

Facultations: The research work upon which the advancement depends.

The purpose of the junior college is to continue the technical training to meet the needs of the students. The junior college has been described as an "A.I.D. College" from the college to continue to support the students' growth. In order to do so, the college must be strong enough to offer adequate technical training to the students. The junior college must be able to offer a variety of courses and programs to support the needs of the students. The junior college must also be able to offer a variety of technical training to the students. It is important for the junior college to offer a variety of technical training to the students.

Facultations: The research work upon which the advancement depends.

The purpose of the junior college is to continue the technical training to meet the needs of the students. The junior college has been described as an "A.I.D. College" from the college to continue to support the students' growth. In order to do so, the college must be strong enough to offer adequate technical training to the students. The junior college must be able to offer a variety of courses and programs to support the needs of the students. The junior college must also be able to offer a variety of technical training to the students. It is important for the junior college to offer a variety of technical training to the students.
PART 3. SOME UNIVERSITY PROBLEMS

A. General Recommendations. Sub-committees of the main committee were appointed to investigate certain university problems. Two or three of these committee reports have been incorporated into the final report. The other matters considered will be dismissed for the time being with the endorsement of the committee as follows:

(1) The initiative of the Christian Associations in the all-university picnic, the "mixer" for men and women at Bartlett, and in the revival of the Upper Class Councillor system should be greatly encouraged. These policies have aided in the maintenance of the democratic social traditions of the University, and they have simplified the problem of assimilating new students.

(2) Impersonal relations between class and instructor may be modified into friendly personal relations by the development of "teaching professorships" or by a modification of the Preceptorial system. Several men from eastern colleges (especially Princeton) have spoken highly of the Preceptorial system and wished for its adaptation to Chicago.

(3) The university deans (especially of the undergraduate schools) are swamped with duties and cannot give individual attention to all those put under their care. They have often expressed the wish for a larger staff of deans in the interviews and in private conversation. The rapid re-expansion of the Upper Councillor System might serve as part of the regular program for the assimilation of new students.

(4) The inspirational value of contacts with men of prominence in different fields of learning and achievement is recognized. Under present conditions many undergraduates go thru their first two years scarcely able to identify the head of departments or the recognized men of eminence upon the campus. It has been often suggested to the committee that the chapel might be used to bring in these men occasionally to outline briefly the possibilities in their particular fields.

(5) The growth of better scholastic records on the part of the social fraternities will depend primarily upon the stimulation of competition among them for scholastic standing. It is possible to get data on a man's social record, but it is almost impossible to find out anything about his intellectual record. The University has adopted the policy of holding the scholastic record in strict confidence. Some
PART 3. SOME UNIVERSITY PROBLEMS

A. General Recommendations and committee on the
academic recommendation to investigate certain
problems of the higher committee
reporting have been incorporated into the final report.

The other matters contained will be gathered for the
conference with the encouragement of the committee as
follows:

1) The initiation of the Committee on Affirmative
Action to find all-minority programs, the "minor" for men and
women of color, and the training of the upper-class
students so that they may be prepared for the maintenance of the
democratic society's standards and goals. They should take steps to
establish a unified approach to minority issues and the

2) Important relations between the former and
the development of "residential" programs. Several men's
societies of pre-college (especially those that have shown
interest in the pre-college system and the role of
adaptation to college

3) The university's role in preparing and
new standards (especially in the
very important area of contact with men

4) The importance of contact with men
who are interested in the liberal arts.

5) The growth of better academic records on
the part of the society's recognition with regard to
honors and professorships.
of the fraternity men interviewed have suggested that a method might be devised which would give a roughly approximate idea of a man's work without giving away the details. This would accomplish the purpose and might assist in raising the scholastic calibre of fraternity pledges.

B. RACE ASSIMILATION.

(1) Chinese and Japanese. The Chinese and Japanese students have organized their own social life in large measure and they have been assisted to broader contacts with American life in several ways: by the faculty teas and special programs conducted under the auspices of the Christian Associations, by entertainment at fraternity houses, by special faculty advisors. The unfailing courtesy, the small numbers, and the high scholastic ability of the Oriental students have combined to place them high in the respect of the American student. They offer at present no particularly pressing problem.

(2) Jews. The presence of the Jews (one in every eight students) is a very embarrassing social problem. Racial antipathy, religious differences, marked physical peculiarity, residence away from the campus with relatives, preoccupation with remunerative jobs, uncultured social environment---all of these things make the problem of social assimilation a difficult one. If a man is known to be a Jew, he is not considered by the social fraternities. The wealthy Jews have developed fraternities of their own which are admitted to social equality. The general lack of tact and forbearance on the part of the Jew and native born has delayed complete social assimilation. At present very little can be done. Gradually the barriers are melting away, and the best results will probably come from "letting well enough alone".

(3) Negroes. The negro problem is one of growing importance. In the Spring quarter there were more negro women than every before--17. The Young Women's Christian Association attempted to arrange for joint picnics and lunches with little success. The social taboo is almost complete and the negroes have no social intercourse with the whites except for an occasional Settlement Dance couple. The negro men have organized a fraternity of their own which is not admitted into the Interfraternity Council. The high schools of Chicago are graduating more colored students than ever before because of the influx from the south during the war, and the University will face the problem of caring for many of the graduates. The whole question of the social assimilation of the negro students should be studied and reported upon by a faculty committee (unless this has already been done without the knowledge of the committee) because the problem will grow in proportion every year.
RACE ASSIMILATION

    migration have been occurring for centuries. Many
    have been assimilated into American society, but
    some remain distinct. The Chinese and Japanese
    have maintained their own cultural identity and
    language. This has led to some tension and bias
    in American society. However, many Chinese and
    Japanese have become successful in American society,
    with a number of prominent figures in business,
    politics, and entertainment. The Chinese and
    Japanese have also contributed to American culture
    through their food, art, and music. Despite
    challenges, the Chinese and Japanese have
    contributed significantly to American society.

2. Latin American: The Latin American
    migration has been more recent. Many Latin
    Americans have moved to the United States to
    seek better opportunities. This has led to
    some challenges, such as language barriers and
    discrimination. However, many Latin Americans
    have become successful in American society,
    with a number of prominent figures in business,
    politics, and entertainment. The Latin American
    migration has also contributed to American culture
    through their food, art, and music. Despite
    challenges, the Latin American migration has
    contributed significantly to American society.

3. African American: The African American
    migration has been ongoing for centuries. Many
    African Americans have faced discrimination and
    prejudice. However, many have overcome these
    challenges and have become successful in American
    society. The African American migration has also
    contributed to American culture through their music,
    literature, and other artistic forms. Despite
    challenges, the African American migration has
    contributed significantly to American society.

    migration has been occurring for centuries. Many
    Asian Americans have faced discrimination and
    prejudice. However, many have overcome these
    challenges and have become successful in American
    society. The Asian American migration has also
    contributed to American culture through their food,
    art, and science. Despite challenges, the Asian
    American migration has contributed significantly to
    American society.

5. Middle Eastern: The Middle Eastern
    migration has been more recent. Many Middle
    Easterners have moved to the United States to
    seek better opportunities. This has led to
    some challenges, such as language barriers and
    discrimination. However, many Middle Easterners
    have become successful in American society,
    with a number of prominent figures in business,
    politics, and entertainment. The Middle Eastern
    migration has also contributed to American culture
    through their food, art, and music. Despite
    challenges, the Middle Eastern migration has
    contributed significantly to American society.

6. European American: The European American
    migration has been occurring for centuries. Many
    European Americans have faced discrimination and
    prejudice. However, many have overcome these
    challenges and have become successful in American
    society. The European American migration has also
    contributed to American culture through their food,
    art, and science. Despite challenges, the European
    American migration has contributed significantly to
    American society.
C. The Honor Sentiment. Within recent months there has been a violent effort to create a keener honor sentiment. Chapel talks, Maroon publicity, honor pledges in examination books—all these expedients have been resorted to. The students who are square take little interest in talking about the honor sentiment. Those who are crooked would apparently take advantage of any system and circumvent any sentiment. But there are large numbers on the borderline who will remain straight unless dragged down by provocation. The constructive way to tackle the problem of encouraging high scholastic honesty is thru an analysis of the conditions which offer undue provocation to dishonesty. These have been summarized as follows from the suggestions made to the committee:

(1) Abnormal scholastic requirements in certain departments. The President of the Honor Commission tells of a department which has attempted to raise certain of its courses to graduate standards altho undergraduates preponderate. This caused a great increase in dishonesty in the classes of this department, because there was a feeling (whether well founded or not is a different question) that an injustice was being done. A spirit of toleration is really a spirit of dishonesty. It would seem that an effort should be made to keep the scholastic requirements of the various departments somewhat uniform or to make some kind of an allowance.

(2) The members of the Honor Commission complain of the prevalence of the idea that the "prof doesn't give a rap anyhow" regarding a student's work. This seems to be largely a byproduct of impersonal relations in the large classes of certain Junior College departments. The suggestions that smaller classes be the rule and that the Preceptorial System might be used have been made.

(3) The grading system. Campus gossip has it (and campus gossip is one of the big factors in the growth of a student attitude) that the instructor cannot possibly judge accurately between an A and a B (for instance) and that personal likes and dislikes play a big part. Dozens of stories of this sort help to weaken the morale of student honesty. And many serious students who carry on collateral reading and study in the fields in which they are interested complain against being judged upon isolated scraps of their work rather than upon the whole of it. Two remedial measures have been suggested: (a) the adoption of a simplified grading system; (b) Scholastic recognitions being based on examinations covering the whole of the student's work in his major and minor departments.
(1) A matter of serious importance to the committee is the treatment of the honor commission. The recent development of a government method for the investigation of the conduct of public officials or their employees, the use of which has been authorized in accordance with the laws of the state, has brought to the committee an obligation to determine the wisdom of allowing the new procedure to operate in the case of the department of education. The committee wishes to express its feeling (a matter of great importance to the department of education) that the new procedure is in the best interests of the department, as it will enable the department to operate more efficiently and effectively. It is to be hoped that the new procedure will be made as effective as possible.

(2) The members of the honor commission committee must be made aware that the "moral" clause, which is a very serious matter, has been the subject of a controversy in the department. It seems to be largely a matter of importance to the members of the department. The large classes of certain matters have given rise to considerable discussion. The report mentioned above has been compiled.

(3) The training program. Campus boarders to a large extent are of the opinion that a student's attitude toward the institution is not influenced by the presence of other boarders. The institute has given serious consideration to the matter of student body in an institution, and further investigations have been begun. A report is to be made to the committee. This is one of the most important matters that have been considered.

(4) The committee recognizes the need for an examination of the students who have been deemed worthy of the students' honor to be used in the future.
D. Student Government and Politics. Student self government is a vague phrase which implies some degree of self direction by the student body in whose matters which concern it. This presupposes the development of a public opinion which reflects the general will of the student body. The methods by which this public opinion is aroused and the means by which it finds expression may be considered the "politics" of student self government.

The chief common interests which have thus far come under the control of the student body are: (1) common sociable events; (2) the development of an honor sentiment and the judging of offenders.

Varying degrees of preoccupation with the scholastic routine cause different groups of students to place different values upon social matters. The wealthier fraternities and clubs are particularly anxious to aggrandize themselves in the name of the whole student body.

It is therefore from this group that student leadership comes, since they are the only members of the university community who care to devote their time to such affairs. Men and women with social connections among the exclusive social groups and with a fair talent for administration are the ones who carry off the "honors" of the student social events. They take the initiative in the social functions and take it upon themselves to keep the student body alive to its social traditions.

Their proposals are brought before the rank and file by various agencies of propaganda. The Daily Maroon drums up interest in the Settlement Dance, the interclass hop and the other social events. The Interfraternity Council encourages participation in these affairs by stimulating the Greek letter organizations to activity.

The governmental machinery which has been developed to carry out the social traditions and to foster the honor sentiment includes the Undergraduate Council and the Honor Commission. These bodies are in theory the representatives of the entire student body. They are elected on the basis of class affiliations by holders of the social class ticket, and they are committed with the responsibility of carrying out the activities committed to their care.

The participation in the elections of officials is confined to a relatively insignificant fraction of the entire student body. This small fraction is the active fraternity leaders and the social lights who desire to control these places for the prestige which accompanies. There is no ready means for putting the candidate before the entire student
The purpose of the student government is to represent the students of the university in all matters affecting their welfare and educational opportunities. The government is composed of students elected by the student body to serve terms of one year. The President of the student government is elected by the student body. The student government is responsible for the administration of the student body and for the formulation and implementation of policies affecting the student body. The student government is also responsible for the maintenance of student discipline and the promotion of student welfare.

The student government consists of the following officers:

1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Commissioner of Student Activities
6. Commissioner of Student Affairs
7. Commissioner of Student Finance
8. Commissioner of Student Housing
9. Commissioner of Student Health
10. Commissioner of Student Athletics

The student government meets regularly to discuss and decide on matters affecting the student body. The student government is also responsible for the organization of student activities and for the promotion of student welfare.

The student government is an integral part of the university community, and its officers are elected by the student body to represent the students in all matters affecting their welfare and educational opportunities.
body because of conflicting class hours. The variety of
candidates nominated and selected at one time makes it
impossible for the Maroon to devote a large amount of space
to the individual, and the comments are necessarily perfunctory.
The Maroon has been conscious of its own social affiliations
and has refrained from endorsing any candidates.

All legislative and administrative matters relating to
the social and honor affairs of the University (insofar as
the students have any voice in them) are in the hands of
the agencies selected. Controlled as they are by socially
privileged groups and usually selected by fraternal vote
trades, it is inevitable that these organizations should
feel only a superficial sense of responsibility to the
student body. The result is a series of scandals precipi-
tated by an occasional sore head who tells the truth because
he is in a rage over some appointment which failed to fall
to him. The last academic year afforded concrete illus-
trations of this background of bickering social minorities.
The facts became known for the reason mentioned.

The reaction of this plot and counterplot on the student
body is to disgust the more serious students with the whole
business and to cause them to abandon the field to the
social climbers; or it results in periodic spasms of reform.
During the closing weeks of the Spring Quarter the Senior
Class made a campaign for the ablation of campus politics
which advanced to the pledge signing stage.

Such well meaning exhortations to political righteous-
ness ignore the fundamental maladjustment of student politi-
cal life, which is simply the lack of general participation
in the student elections. Fuller activity is impossible
until some way is devised to make the student body familiar
with the candidates and to open the elections to all class
members irrespective of their participation in social functions.
Students vote because they have a personal axe to grind or
because they have the voting habit. Anyone can become
interested in an election and develop the voting habit
because everyone is intensely interested in competition of
any kind. The problem is therefore to work out a method
for bringing the race under the scrutiny of the student
body.

The following suggestions have therefore been made:

(a) Permit voting at class elections and council
elections by identification ticket and not by the present
combination social ticket. All students are concerned with
the propagation of the honor sentiment; many are not inter-
ested in the social affairs handled by the Undergraduate
Council. It is unfair to make a student purchase a combination
The variety of educational and administrative matters relating to the social and political status of the teachers have taken place in the name of "The Teachers' Society". The teachers have a right to form a society for the protection of their rights and interests. The society is made up of all teachers irrespective of sex, creed, or colour. The society has a democratic constitution and is governed by a council elected by the members. The council is responsible for the administration of the society and its affairs. The society also makes a complaint to the Government of any decision of its council.

The following suggestions have been made:

(a) The Government should make the teachers' society and council autonomous.
(b) The teachers' society should have the power to make rules and regulations for the conduct of its affairs.
(c) The teachers' society should have the right to elect its own candidates to the local government.
(d) The teachers' society should have the right to negotiate with the Government on matters relating to their wages, working conditions, and welfare.
(e) The teachers' society should have the right to appeal to the courts against the decisions of the Government or the local government.
(f) The teachers' society should have the right to publish its own newsletters and journals.
(g) The teachers' society should have the right to conduct its own courses and seminars.

The following suggestions have been made:

(a) The Government should make the teachers' society and council autonomous.
(b) The teachers' society should have the power to make rules and regulations for the conduct of its affairs.
(c) The teachers' society should have the right to elect its own candidates to the local government.
(d) The teachers' society should have the right to negotiate with the Government on matters relating to their wages, working conditions, and welfare.
(e) The teachers' society should have the right to appeal to the courts against the decisions of the Government or the local government.
(f) The teachers' society should have the right to publish its own newsletters and journals.
(g) The teachers' society should have the right to conduct its own courses and seminars.

The following suggestions have been made:

(a) The Government should make the teachers' society and council autonomous.
(b) The teachers' society should have the power to make rules and regulations for the conduct of its affairs.
(c) The teachers' society should have the right to elect its own candidates to the local government.
(d) The teachers' society should have the right to negotiate with the Government on matters relating to their wages, working conditions, and welfare.
(e) The teachers' society should have the right to appeal to the courts against the decisions of the Government or the local government.
(f) The teachers' society should have the right to publish its own newsletters and journals.
(g) The teachers' society should have the right to conduct its own courses and seminars.
for which he has no use in order that he may vote for the members of the Honor Commission in which he has an interest.

(b) The secular chapel might be used to bring the candidates before their constituencies for a talk. School policies will necessarily come up for discussion and the interest of the student body will be directed toward the problem of making the University of Chicago a better place to spend the college and university years. The secular chapel will give the entire electorate a chance to pass a personal judgment upon the men and women who are enlisting support. Thus while a minority has a right, and should have the right, of presenting a nominating petition, this minority cannot shove its candidate across without the approval of the rank and file.

These two steps would bring the elections within the personal experience of the whole student body and assist in the development of a sound interest in university affairs. When the student body learns to control and trust the agencies already in its hands, it will be in a position to assume more and more responsibility for the management of its own affairs.
members of the Joint Commission to which we are interested.

(d) The secretarial might be need to print the

conference of the student body will be established to

improve the University of Catholic a better place

to show the colleges and universities shows. The secular officer

will give the student secretaries a chance to learn a profession.

ment upon the men and women who the secretaries support.

They will be a minority for a right, and they have the right.

The same college committee will give the students some without the support of the Bank

sume.

These two aspects would provide the selection within the

benefit of a minority to those students who may select.

When the students body becomes to compete and not the students

inability to the Bank, it will be a position to become more

any more responsibilities for the management at the own college.