

October 26, 1944

To Major Advisers and Chairmen of Departments:

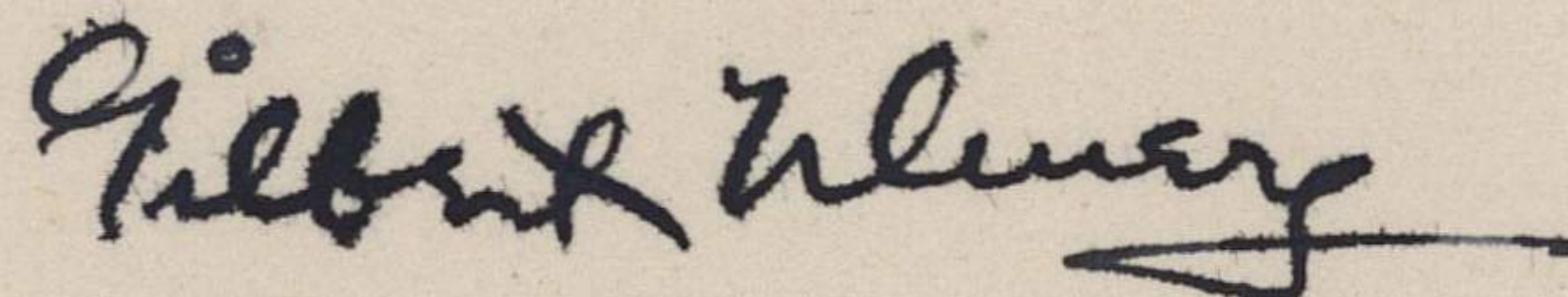
Enrollment for the winter semester will be conducted in Robinson Gymnasium on Wednesday, November 1. Because the enrollment must be completed in a single day, we plan to begin promptly at 8:00 a.m. We are assuming that you will be present to help with this enrollment.

No meeting of advisers will be held prior to enrollment, but an information sheet will be prepared for the use of advisers.

No day will be set aside for changes in enrollment. Changes will be made in the College Office.

Will Chairmen of Departments please see to it that scribes are instructed to be present on November 1?

Sincerely yours,



Gilbert Ulmer
Assistant Dean

GU:k

COLLEGE COMMUNICATIONS

JUNE 13, 1944

IMPORTANT FACULTY MEETING FRIDAY

Every member of the faculty is urged to be present at the Faculty Meeting on Friday, June 16, at 4:30 in Fraser Theater. Reports of committees which have been studying college problems during the year are to be presented. It is very desirable that every member of the faculty be fully aware of the contents of these reports. We are, therefore, asking that all faculty members be present at this meeting except those who have classes at the same hour.

IMPROVEMENT OF TEACHING

There will be further discussion at the Faculty Meeting of the report of the special committee on this subject. It is fitting that the entire faculty is giving serious thought to this topic, for after all, the chief function of the faculty is teaching, and a college is only as good as its teachers. Many people doubt whether teachers as a group strive to improve their teaching techniques and practices. Such skepticism need not trouble us provided we, ourselves, feel that we can improve our own teaching and further, provided we are consciously attempting to do so. It is very evident that our best teachers are continuously alert to the need of becoming better teachers. The teacher who feels that his own teaching cannot be improved has arrived at the time when he should stop teaching.

BETTER ADVISING

The report of the subcommittee which has been studying this subject will be presented at this Faculty meeting. For a great many years, we have talked about improving student advising and a great many members of the faculty have worked diligently at this important task. However, we have about arrived at the conclusion that some definite changes should be made in our advisory work if we are to effect the kind of improvement desirable. The faculty will be interested in the discussion on this topic.

CURRICULUM COMMITTEE

After a good many meetings during the school year, the Curriculum Committee has come to a fair measure of agreement on a number of proposals affecting the curriculum. These agreements are now in the hands of the departments concerned for their study and recommendations. Until this study has been made, the Committee will have no recommendations regarding major curricular changes. It is hoped, however, that such careful consideration will have been given, both by the Curriculum Committee and by the departments involved in the proposals, that the faculty will be in pretty general agreement on the final recommendations.

SPEED AND COOPERATION NEEDED

With final examinations closing on Tuesday, June 27, and with Commencement coming on Thursday, June 29, it is obvious that all teachers must cooperate in reporting grades promptly. Will you please keep in mind the following schedule:

1. All senior grades should be in the Registrar's Office within 24 hours after the final examination. In no case should these be delivered to the Registrar's Office later than 5 o'clock Wednesday, June 28.
2. Red cards for all students who fail in a course, either during the semester or at its end, must be in the College Office not later than 5 o'clock, Wednesday, June 28.
3. All grade sheets should be in the Registrar's Office not later than 5 o'clock on Friday, June 30.
4. Do not drop your grades into the University mail just before any of these deadlines, but please see that they are personally delivered to the office concerned by the time specified.

Your cooperation in observing the above schedule is essential, and will be greatly appreciated.

June 13, 1944

To the College Committee on Program and Curriculum:

The Sub-Committee on Advising believes that although in a very real sense every member of the faculty is a counsellor, there is a need for an advisory program to provide individual counsel for every student. The committee believes that our present program can be made more effective by centering the freshman-sophomore advising in the hands of a relatively small number of well-qualified advisers who will continuously study advising problems and attempt to become guidance experts. More records should be kept of students' backgrounds and of their experience in the University, and these records should be in a form that will make them readily available for every interview between student and adviser and for every conference in the Dean's office. Advisers should have more information at hand for use in educational and vocational guidance.

The committee submits the following recommendations:

- (1) That more information be secured from high schools and from entering students regarding students' backgrounds, interests, abilities, and aspirations, the conditions under which they will be studying at the University, and other factors that might be useful in guiding students into suitable programs here.
- (2) Continuation of the policy of administering a battery of tests to entering students to obtain information for the placing of students in courses at their first enrollment and for subsequent guidance work.
- (3) That the number of freshman-sophomore faculty advisers be reduced so that the number of students under the supervision of each adviser is between forty and fifty.
- (4) That the administration recognize that the advising work of these faculty members is a part of their regular assignment by making some reduction in their teaching loads.
- (5) That meetings of the freshman-sophomore advisers be held from time to time through the year for the consideration of advising problems.

- (6) That a personnel folder be used for the keeping of a cumulative record of students' activities and interests, the results of interviews, and other information that may be useful in student counselling. It will be possible to make available in compact form a complete record of a student by inserting his transcript in his personnel folder.
- (7) That entering students be assigned to faculty advisers prior to their first enrollment, and that except when a change of advisers is made for some reason, each student remain assigned to his original freshman-sophomore adviser until he is assigned to a major adviser in his junior year.
- (8) That personnel folders of all students be distributed to their respective advisers at enrollment time and at all regular advising periods, and that advisers be encouraged to obtain these folders from the College Office at other times for use with the students.
- (9) That whenever calendar arrangements permit, one day prior to fall enrollment be given to individual conferences of entering students with their advisers, and that a pre-enrollment advising period be held before the spring semester.
- (10) That an attempt be made to get first-semester freshmen to report back to their advisers for conferences two or three weeks after the opening of classes. Many entering students need help in becoming adjusted to their new environment, and this help can be given more effectively early in the semester than at the middle. Instructors of classes containing freshmen might well be asked to check on each student's progress about two weeks after the opening of the semester, and to report freshmen who are not making a satisfactory start in their courses.
- (11) That freshman-sophomore advisers be charged with the responsibility of recording information on the students' personnel folders during the student's first two years, and that departments shall keep the folders of their majors up to date.

- (12) That a study be made of our enrollment plan to determine whether it would be practicable to modify it to enable all students to complete their enrollment in the office of their advisers. If this could be done, as it is at some universities, all students in the fall would enroll with their advisers within a designated period before the opening of classes, and for the spring semester they could complete their enrollment during the last part of the fall semester--subject, of course, to final grades for the current semester.
- (13) That every department furnish for the use of freshman-sophomore advisers statements concerning the following:
- (a) Employment opportunities open to graduates with a major in the department.
 - (b) Necessary qualifications for persons entering various fields of work.
 - (c) Courses which students should take during their freshman and sophomore years if they are contemplating a major in the department.

Respectfully submitted,

The Sub-Committee on Advising,

Wealthy Babcock

L. R. Laudon

Beulah Morrison

Calvin VanderWerf

Gilbert Ulmer, Chairman

June 13, 1944

To The College Faculty:

Your Committee on Program and Curricula recommends the approval of the report of the Subcommittee on Improvement of Teaching, with particular emphasis on the following points:

- I. Departments should assume responsibility for studying the effectiveness of instruction and for making adequate provision for discussion within the department of problems related to teaching.

Departments are urged to evaluate the amount of work required in each course. In general, students should be expected to spend a total of three hours time per week for each semester hour of credit. Two hours of outside preparation should be required for each hour of lecture or recitation.

- II. Faculty members should maintain a lively interest in educational problems in general, and in their own fields, through all the means available to them as by reading current books and journals, attending conferences, and study and work at other institutions.

It is desirable in freshman classes that an early check be made to permit students to know whether they are making satisfactory adjustment to college work.

A continuing emphasis should be placed on capable English composition in all courses of the College by each department's requiring a reasonable amount of written work which will give the student opportunity to formulate ideas and to state propositions.

The Committee makes the following additional recommendations:

1. That the services of the speech clinic be made available to the faculty and that young members in particular be encouraged to seek criticism and suggestions of the clinic for improving their speech.
2. That leaders in the field of higher education be brought to this campus more frequently to discuss educational problems with this faculty.
3. That an abstract service be established to furnish faculty members at regular intervals with abstracts of significant articles on educational problems.
4. That a standing committee be appointed for the purpose of continuously making suggestions concerning the instruction of superior students.
5. The quality of instruction in any institution depends in a considerable measure on the morale of the staff. Morale, in turn, is definitely affected by the financial ability of the staff to provide for their families and themselves reasonably comfortable living conditions and a fair degree of economic security. In addition, good morale and good instruction require that faculty members be able to make some provisions for travel, purchase of books and journals, and attendance at meetings of learned societies.

Too many members of the faculty at the University of Kansas cannot make adequate provision for these things because of our salary scale, which is low in comparison with that of other universities of our standing. The Committee urges, therefore, that every effort be made by the administration to obtain sufficient appropriations to increase the entire salary level at the University. In addition, it is urged that future expansions of University services be made only when they can be financed by additional funds, and not from funds which are needed to carry on the current services of the University at a salary scale which should be more in line with that of other institutions.

The schools and departments of the University, in their turn, are asked to remember that all the following things play a definite part in keeping down our salary scale:

1. Offering too many courses.
 2. Adding new courses without dropping old ones. This is a major method of expansion.
 3. Too many small classes.
 4. Too light a schedule for some staff members.
 5. Additions to the teaching staff.
 6. Additional assistance or clerical help. Each request for these is, in effect, a request to keep down the salary scale of the entire staff.
6. That careful study be given to more adequate housing of departments, particularly of those which offer no laboratory work. Good teaching demands modern teaching equipment, properly installed, and available for regular use without the necessity of daily transportation.

Respectfully submitted,

Committee on Program and Curricula

(Signed) Gilbert Ulmer

Secretary

April 20, 1944

To the College Committee on Curriculum:

Your Sub-committee on Improvement of Teaching has given its problem serious consideration over a period of three months. In six meetings of the committee the several members have contributed their experiences, observations and suggestions, which have been thoroughly discussed within the group. The thought of many other members of the College Faculty has reached the committee through its members and through responses to a questionnaire sent to all members of the College Faculty.

From the beginning this committee has recognized its task as being so difficult and complex as not to permit a simple and final solution. Good teaching varies with the subject and with the objectives of the time, and always is greatly dependent upon the individual instructor. The effectiveness of any method of teaching and of any teacher can hardly be evaluated with exactness. Perhaps these very complexities of the problem are the main reason why the question of improvement of college teaching should be raised in the mind of every person connected with instruction and administration in the College.

Accordingly the committee requests that departments, individual instructors and members of the administrative staff give sincere and careful thought to the recommendations and suggestions presented in this report.

I. The Committee recommends that each department give particular and consistent attention to the task of teaching in the following ways:

1. Provision for discussion within the department of problems related to teaching; (This would be helpful to all members of the department staff, but especially to new members.)
2. Careful planning of instruction in all basic courses involving several sections, as in English Composition, elementary language, introductory laboratory courses, etc.;
3. Evaluation of the material included and the work assigned in the department's several courses to determine whether each course meets a reasonable standard, not being too light or too burdensome;
4. Careful selection of assistant instructors and laboratory instructors on the basis of their preparation and personal qualifications to teach the subjects concerned;
5. Guidance and supervision of new, inexperienced teachers by various means: through conferences covering sections of the work, points to be stressed, experimental procedure; by checking proposed quiz questions, and by examining samples of graded quiz papers; by visiting classes, both on the part of the supervisor and the new teacher; by checking on the preparation of students to do the work of subsequent courses;
6. Whenever possible give recognition to promising assistants by promoting them to greater responsibility.

II. The Committee recommends that each instructor on the College Faculty give serious thought and consideration to the following suggestions:

1. That each faculty member maintain a lively interest in educational problems in general, and in his own field, through all the means

available to him as by reading current books and journals, attending conferences, study and work at other institutions;

2. That occasional examination and re-evaluation of his courses will enable even the experienced teacher to define objectives more clearly, and to improve the selection and arrangement of material, manner of presentation, adaptation to current trends, type of examination employed;
3. That teachers pay special attention to voice and manner of speaking, and utilize interest-producing devices suitable to the subject and type of class;
4. That every instructor, no matter how familiar he is with the subject, make careful daily preparations for his classes, as of lectures, assignments, demonstrations, laboratory experiments, recitation plans; (This procedure will insure a more effective presentation of the subject, and will serve as an excellent example to the student who is expected to give daily attention to his subjects of study.)
5. That the instructor at the beginning of the term, especially at the Freshman-Sophomore level, advise students of the best ways to study the subject or course in view of its objectives, and also emphasize general points on how to study such as budgeting time, daily preparation, periodic reviews, noting interrelations of subjects, learning to read rapidly with understanding;
6. That the teacher make clear to the student the objectives of the course and of its several divisions, and relate the particular course to other courses in the same field and to the subjects and work of other departments;
7. That quizzes and other sorts of individual assignment be given frequently in order to stimulate the student to do regular study and thus avoid the bad practice of cramming immediately before a few quizzes over large portions of the course;

8. That the student's work be examined and checked carefully within the first 2 or 3 weeks of the term, especially in non-recitation courses, so that if necessary he may be given guidance and assistance at an early point in the course;
9. That care be taken to report at mid-term all weak students, including borderline cases, together with comments that will be helpful to both the student and the adviser;
10. That objective quizzes (true-false, completion, multiple-choice) not be used to the exclusion of other types of examination;
11. That a considerable amount of written work be assigned in all subjects, such work to require organization of material, logical development of thought, and expression in clear and correct English; also that such written work be read and marked promptly and thoroughly, preferably by the instructor, to check not only the content and the student's grasp of the subject, but English usage as well; (The Committee believes that this teaching procedure, if employed consistently throughout the College, would increase markedly the transfer from English Composition courses, not only owing to the additional practice, but further because people in large measure do what is demanded of them.)
12. That special effort be made in organizing courses and in planning assignments to stress thinking (understanding and reasoning) rather than mere memorizing; also that applications of the course material be stressed in lectures, discussions, assignments, projects, field trips and field work;
13. That instructors make positive efforts to know the individual student through recitations, reading the student's written work, and conferences; (The Committee wishes to suggest that conference work be done with more students, not more conference work with a few weak or persistent individuals.)

14. That each instructor feel obligated to challenge the superior students in his classes and that he plan to meet their needs by every means and device he can think of, as by carefully selected supplementary readings, by suggesting further inquiry into certain problems, even by special investigation of the pre-research type, and by indicating creative work to be done; (Perhaps College teachers have devoted too much attention and effort to the weaker students, even to the point of lowering standards in courses.)
15. That auditing classes by teachers, and even enrollment in courses, would tend to improve teaching methods and also would result in a better grasp of the relations among the several subjects taught in the College, thus enabling the teacher to explain and demonstrate these relationships more effectively.

III. The Committee recommends that the administrative staff of the College, and of the University, consider the following points as having significant bearing on the type and quality of instruction given in this institution. While some of the conditions mentioned have been aggravated by the war emergency, most of them have obtained for a considerable period of time.

1. It is suggested that the College investigate possible plans for enabling superior and mature students to progress more rapidly than is possible under the established regulations.
2. Limitation of the size of many classes would be favorable to improved teaching, in sections of elementary courses to 20 or 25 students. It has been suggested that large lecture classes be eliminated except where accompanied by small recitation sections.
3. In many cases the teaching load does not make reasonable allowance for time needed for study and preparation, for paper grading, for

conferences with students, and other extra work.

4. The instructor who undertakes a considerable amount of extra work, such as serving on committees, lecturing off campus, radio speaking, student advising, in addition to a full teaching schedule, usually neglects the task of teaching and of making contact with his own students, or becomes so distraught and fatigued that the quality of all his work declines.
5. The accelerated war program has practically eliminated time for study, organization of work, visits to other institutions, attendance at meetings, not to mention time for rest and relaxation. Even before the war, many members of the staff probably were on routine and scheduled duty so great a proportion of the time that personal growth and development of interests were nearly impossible.
6. Selection of the instructional staff for teaching ability and enthusiasm for teaching, rather than for distinction in research alone, and recognition of that ability by promotion and increase in salary would do much to improve the quality of instruction and the morale of the teaching staff. Furthermore, it seems sound to recognize the necessity and value of research for teaching purposes, as well as for publication.
7. The low salary scale at the University of Kansas not only tends to lower the morale of the staff, but actually makes it impossible for many members of the faculty to purchase books and other useful teaching materials, to travel, or to study at other institutions. This problem is complicated by the fact that the University does not have satisfactory plans for sabbatical leaves and retirement. (See II, 1)
8. The work (teaching, research, service) of departments and individuals is often hampered by inadequate and poorly equipped quarters. Some class rooms are too small to accommodate the classes and unsuited to the type of work being done. Some laboratories are crowded and not

properly equipped. Office rooms occupied by a number of staff members are a handicap to concentrated thought and to conference work with students. A number of departments need room for exhibits, for storage, for using projection equipment. Poor janitor service and limited technical assistance intensify space and equipment problems.

9. In several respects the University's library facilities are regrettably limited. Funds are not sufficient for the purchase of important publications, in some fields at least, or for the purchase of enough copies of much-used books and reference material. There is not space in the library for proper exhibit of materials or for making material readily accessible. Furthermore, the staff is not large enough and on the whole not well enough trained to render really good service to the University staff and students. All these factors are handicaps to live and individualized teaching. (See II, 14).

Respectfully submitted,

The Sub-Committee on Improvement of Teaching:

Sam Anderson

Lulu Gardner

A. B. Leonard

D. L. Patterson

Harry H. Sisler

Gilbert Ulmer

Beulah M. Morrison, chairman.

April 20, 1944

COLLEGE COMMUNICATIONS

April 15, 1944

NO APRIL FACULTY MEETING

Instead of having a faculty meeting in April, the faculty will meet for its next meeting on the second Tuesday in May, May 9, at 4:30 in Fraser Theater. Please note the change to the second Tuesday in May from the usual third Tuesday of the month.

MID-SEMESTER GRADES

The grades of all College students whose work is of "D" or "F" quality, or Incomplete, are to be reported to the College Office by Tuesday, April 18.

We are asking for these grades somewhat earlier than usual because of the shortened semester, but primarily because student advisers find it highly desirable that students who are not doing well be informed of their status as early as possible. A later mid-semester grade is usually too late to help the student who is having difficulty with his work.

CLASS CARDS

Will all instructors who have not returned class cards for this semester please do so at once, as they are way past due. Please be sure that every class card is returned, because it is from these cards that the sheets for the final grades are prepared.

KANSAS COLLEGE CONFERENCE ON POST WAR PROBLEMS

Representatives of most of the Kansas Colleges are meeting at K.U. on April 17 and 18, to study problems of post-war education in this area. At the Monday morning session, a series of papers will be presented which attempt to forecast the various needs of the people of Kansas in the post-war years. The round-table discussions on Monday afternoon and on Tuesday will concern themselves with the type of college training which should give the young people of Kansas in preparation for the demands which will

be made upon them in the coming years. The closing session on Tuesday evening will be given to a summarization of the discussions of the two days.

All members of the faculty are invited to attend any of the sessions, which will be held in the Kansas room of the Memorial Union Building. We think it would be very desirable that members of our faculty meet the representatives of the other Kansas colleges at this conference.

EDUCATION A BASIS FOR CULTURAL GROWTH

"A UNIVERSITY is considered by some as primarily a place to acquire skills that will be advantageous in the economic struggle for existence. A local radio broadcast puts in a good word for a college education (while incidentally advertising life insurance) by showing that average earnings of college graduates are greater than those of non-graduates. Without denying this, may I suggest that it places too mean a value on a university education? It would not be difficult to devise a program, outside of a university, which could be directed to sharpening the commercial wits of the individual to such a point that he would surpass his brother who attended a university.

"I like to think of a university as a city of refuge, an institution whose chief objective is the continuance of the humane and liberal tradition, a laboratory where experiments are conducted, where ideas in regard to social and political change, some of which are distasteful to a majority of the community, are freely discussed and dissected. Hence, I believe that the prime task of a university is not to impart knowledge, but rather to afford the student a solid basis for later intellectual and cultural growth."

--Garner Anthony, in Commencement Address at the University of Hawaii.

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE, KANSAS

OFFICE OF THE DEAN

April 11, 1944

To The Faculty Member Addressed:

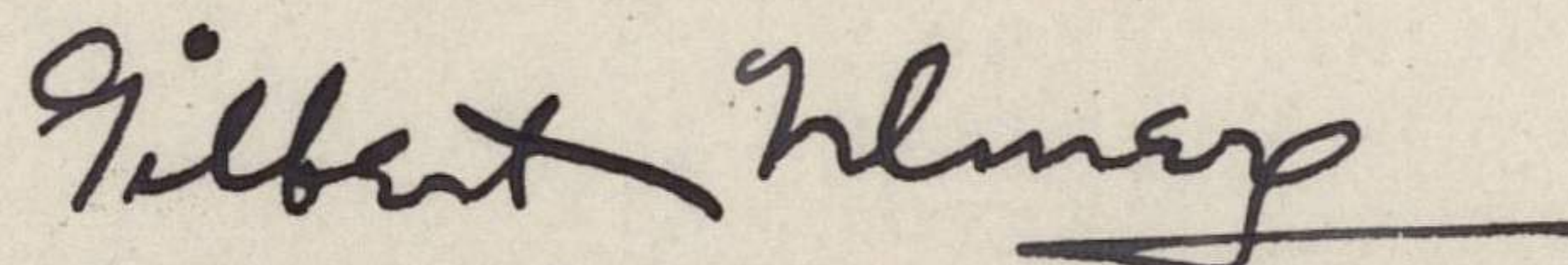
Representatives from all colleges and junior colleges in the state have been invited to attend the Kansas College Conference on Post War Problems, to be held on this campus April 17 and 18. Because of difficulties in obtaining hotel reservations, and also because we want to do a good job at being hosts to this group, faculty members of the University are being asked to take visitors into their homes as house guests during the conference.

If you are willing to provide lodging for one or more visitors, will you please drop me a note or call the College Office and leave word? We expect to have a rather complete list of the delegates, in case you would like to select your guest.

Because the conference opens Monday morning and closes Tuesday evening, there may be a few delegates who will need to stay three nights. It is expected, however, that most of the delegates will stay two nights, Monday and Tuesday, and that some will stay only Monday night.

It will be possible for conference visitors to obtain their meals at the cafeteria at the Memorial Union Building, where all of the meetings will be held.

Sincerely yours,



Gilbert Ulmer, Chairman
Committee on Arrangements

P.S. We hope that University faculty members will attend as many meetings of the Conference as they can.

U:0

*Kansas College
Conference on
Post-War Problems*

April 17-18, 1944

AT THE
UNIVERSITY OF KANSAS

Memorial Union Building, Lawrence Kansas

FIRST GENERAL SESSION, 10:00 a.m. MONDAY, APRIL 17.
(Kansas Room)

Theme: POST-WAR SOCIETY IN THE KANSAS AREA.

1. Kansas Agricultural Development. Dr. W. E. Grimes, Kansas State College.
2. Kansas Industrial Development. President James Price, State Teachers College, Emporia.
3. Development of Kansas Natural Resources. Dr. John Frye, State Geological Survey.
4. The Trends and Needs of Government in Kansas. Dr. Frederic Guild, Kansas Legislative Council.
5. The Place of Women in Kansas. Dean Margaret Justin, Kansas State College.
6. The Cultural Needs of Kansas. President Emory Lindquist, Bethany College.
7. The meaning of These for Higher Education. Dean Robert Bush, State Teachers College, Emporia.

DISCUSSION GROUPS:

I. THE POST-WAR CURRICULUM. 2:00-4:00 p.m. MONDAY, 9:00-11:00 and 2:00-4:00 TUESDAY. *Chairman:* President Bryan S. Stoffer, Washburn Municipal University.

1. What have we learned of value from the military programs:
Army Program: Dean R. W. Babcock, Kansas State College.
Navy Program: Dean A. G. Sellen, Washburn Municipal U.
2. How can we develop a greater civic consciousness and greater leadership in our graduates in social, economic, and political fields:
Dean J. F. Wellemeyer, Kansas City Kansas Junior College.
3. Should the liberal arts curriculum require more of a central core of studies of all students?
Dean B. A. Gessner, Baker University.
4. How can we make greater use of audio-visual aids?
Mr. Fred Montgomery, University of Kansas.
5. Kansas colleges and adult education.
W. T. Markham, State Board of Vocational Education.

II. THE RETURNING SERVICEMAN. 4:00 p.m. MONDAY. *Chairman: Dr. Laurence Woodruff, University of Kansas.*

1. His guidance needs and methods of meeting them.
2. His curricular needs.
3. Credit for military service.
4. Non-graduates of high schools.

III. BETTER TEACHER TRAINING. 11:00 a.m. TUESDAY. *Chairman: President Rees Hughes, State Teachers College, Pittsburg.*

1. Adequate standards of teacher preparation.
2. In-service training.

IV. BETTER GUIDANCE FOR COLLEGE STUDENTS. 4:00 p.m. TUESDAY. *Chairman: Dean Gilbert Ulmer, University of Kansas.*

SECOND GENERAL SESSION, 7:30 p.m. TUESDAY.

1. Discussion-group reports to be presented by a summarizing committee from each group.
2. Discussion of reports.

Adjournment.



Monday evening, at 8:20, Joseph Szigeti, world famous violinist, will give a concert in Hoch Auditorium. All members of the conference are invited to attend the concert as guests of the University.

Chancellor and Mrs. Malott extend a cordial invitation to all members of the conference to drop in at their home for a cup of tea Tuesday afternoon, at 5:00 o'clock.

Members of the University faculty have asked that all conference visitors be their house guests during the conference. We hope all of you will give us this privilege. Please return the enclosed card promptly.

11 The Secretary of the Board of Directors
James W. Wood, University of Toronto

The student body and faculty of the University of Toronto

12 The student body and faculty of the University of Toronto

13 The student body and faculty of the University of Toronto

14 The student body and faculty of the University of Toronto

15 The student body and faculty of the University of Toronto

16 The student body and faculty of the University of Toronto

17 The student body and faculty of the University of Toronto

18 The student body and faculty of the University of Toronto

19 The student body and faculty of the University of Toronto

20 The student body and faculty of the University of Toronto

21 The student body and faculty of the University of Toronto

22 The student body and faculty of the University of Toronto

23 The student body and faculty of the University of Toronto

24 The student body and faculty of the University of Toronto

March 15, 1944.

Miss Veta Lear,
College Office.

Dear Miss Lear:

Val Jean Ashby, a civilian student, has permission from this department to attend a V-12 physical training class at 10:30 on Monday, Wednesday, Thursday, Friday, if this fits in with his schedule.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

February 18, 1944

To Members of the College Faculty:

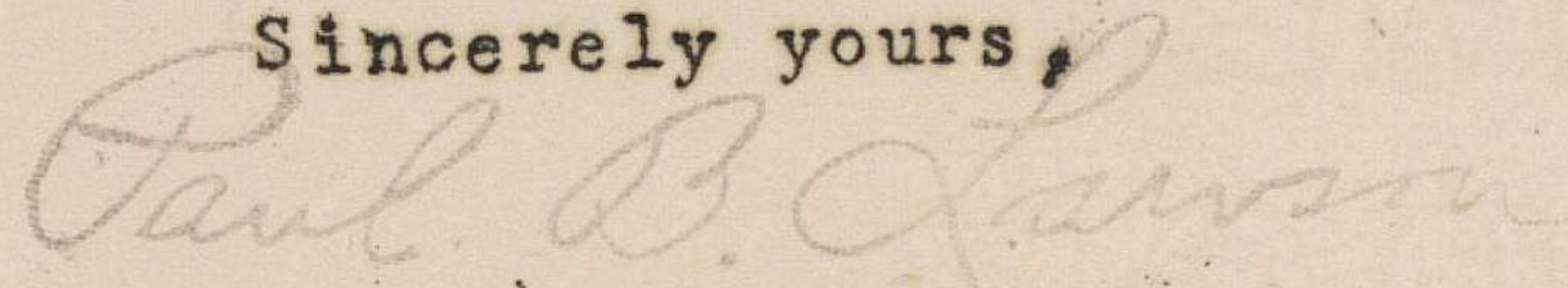
We greatly need your special help at this semester end in making the final reports promptly. Therefore, we are asking that you do the following:

- (1) Send the office a red card for each student who fails at the end of the semester as soon as you know he has failed. Also, turn in a red card for any student who has been withdrawn from the course with a failure.
- (2) Send the office a blue card for each student who receives an incomplete.
- (3) Please turn in every grade sheet as soon as the grades of that particular class have been made out. All grade sheets should be in the Registrar's Office not later than five p.m. March 3.

Red and blue cards may be obtained at the departmental offices.

Because of the complications caused by a variety of programs, it is more desirable than ever that every instructor take special care to make all official reports promptly and accurately.

Sincerely yours,



Paul B. Lawson, Dean

L/n