

THE UNIVERSITY OF KANSAS  
FRESHMAN LECTURES 1

THE BUSINESS-LIKE USE OF STUDY TIME

It may seem that a carefully planned schedule of study time is a good deal of trouble to begin and more trouble to continue. Haphazard use of our time is easier, at first, but returns very poor dividends. A great American psychologist and teacher, William James, reminds us that "There is no more miserable human being than one in whom nothing is habitual but indecision, and for whom the lighting of every cigar, the drinking of every cup, the time of rising and going to bed every day, and the beginning of every bit of work, are subjects of express volitional deliberation. Full half the time of such a man goes to the deciding, or regretting, of matters which ought to be so ingrained in him as practically not to exist for his consciousness at all. If there be such daily duties not yet ingrained in one of my readers, let him begin this very hour to set the matter right."

Unquestionably there are excellent students who do not, consciously at least, budget their time, and there are poor students who do. System is not the only factor, but it seems to be the most important controllable factor, and it is only the stupid person who believes that a messy studio makes an artist, irresponsible behavior a prima donna, or lack of sleep an inventor. If we are common people our success will depend on common sense.

The purpose of these pages is to suggest some of the common sense considerations which will make it easier to make a reasonable time budget and to keep to it after it is made. There are fifteen of these suggestions.

1. Determine how many hours each week you will need to do your work satisfactorily. This will vary with your ability, but for the average student, two hours of study outside of class for each hour of recitation and one hour for each two hours of laboratory, will allow ample time in most cases. If you are taking 15 hours of course work you should spend about 45 hours a week in class and in study, 48 hours if you are carrying 16 hours, and so on.

2. Make up your mind whether this is fair, and whether your education is worth this much trouble to you. Probably less than half the students actually work this long, yet this is less than you would be spending if you were working in a store, factory, or office. If you believe that this is a reasonable requirement, you will probably find that it will be almost impossible to meet it without some sort of schedule.

3. Decide that you will not let a 45 or 50 hour week become a 12 or 14 hours a day job. "Midnight oil" is a picturesque phrase, well thought of, but it usually describes the useless result of wasted time. Unless you are working long hours on the outside, your school work should hardly ever keep you from a worth-while concert, play, athletic event, or from active participation in one or more organizations. You have probably known the good student who has plenty of time for everything; he usually spends more time really working on his lessons than the poor student who is too busy for anything.

4. Make a plot of the time you want to spend in study, including your class periods, plus enough extra time to make up the necessary total. For a 48-hour week this might look something like this:



|             | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------|--------|---------|-----------|----------|--------|----------|
| 8:30- 9:30  |        |         |           |          |        |          |
| 9:30-10:30  |        |         |           |          |        |          |
| 10:30-11:30 |        |         |           |          |        |          |
| 11:30-12:30 |        |         |           |          |        |          |
| 1:30-2:30   |        |         |           |          |        |          |
| 2:30-3:30   |        |         |           |          |        |          |
| 3:30-4:30   |        |         |           |          |        |          |
| 4:30-5:30   |        |         |           |          |        |          |
| 7:30-8:30   |        |         |           |          |        |          |
| 8:30-9:30   |        |         |           |          |        |          |

A lighter schedule, or earlier rising, will practically eliminate evening study from such a program. Saturday afternoon and at least one evening during the week can almost always be left free. If you are working on the outside your working hours should be included in the schedule, but if you cannot still allow enough time for study and have a little left for recreation you are probably carrying too heavy a schedule.

5. Sunday has been left out in the chart above. There is always plenty to do on Sunday; it is a good shock-absorber, and one need not be a Puritan to believe that one day's rest in seven is good for him, if he can get it.

6. Write into your chart the hours which are beyond your control: class periods and outside working hours.

7. Put in the time for studying each subject. If possible, study a subject immediately after your class meets. This has three advantages: (1) You are more interested then. This is especially helpful if it is a subject you find rather dull anyway. (2) Less time will be needed for review and you will be less likely to be confused as to the assignment. (3) The following recitation will review what you study, after a lapse of twenty-three hours or more. By this you lose the advantage of recency when you recite, but you will learn more by considering the matter at two separate times instead of only once, as happens when you study just before class time.

8. Study an hour or two at a time on one subject. When you are studying interesting material and material which you are trying to learn by reasoning rather than pure memory, longer periods are usually better. It is distracting to have to keep one eye on the clock all the time because of very short periods.

9. When it is time to start, start with a determination. The water is never so cold if you dive in as it is when you inch in, not to mention the waste of time.

10. When it is time to stop studying one subject and begin another, do it. Otherwise you will let the more interesting study regularly encroach on the time of the less interesting. Everything else being equal it is better to put less interesting study before the more interesting, as you probably know from experience.

11. If the assignment doesn't take all the scheduled time,--and it often won't,--why not use the extra time to ensure yourself of more than ordinary learning? Reviews, and going beyond the requirements of the assignment, are



the stuff of which A's are made; and if the subject is worth taking it is worth that extra time. However, if another subject needs the extra time, you can adjust your schedule accordingly.

12. Try the schedule for a week at least before you adjust it,--or abandon it--but give it a chance. Adjust it if necessary, and try it another week before you change it again. Remember that almost any schedule will get you farther than none at all.

13. Use leisure time for leisure, not worry. You don't have to schedule every minute of the day.

14. The ten minute interval between classes may be extended to your study periods, to allow yourself a stretch; but a fifteen or twenty minute interval is fair neither to yourself nor to your work.

15. Sometimes, especially before examinations, the schedule will not give you time enough, though it usually will if you have been following it honestly before. If it doesn't, remember that in an office, factory, or store you would be having inventory periods, and month-end balancings which would be taking your leisure time. No one enjoys this, but no one particularly dreads it except the employee who has not kept his work up, or the other who has been embezzling and is trying frantically to cover up. Do not be too zealous in guarding your leisure time from legitimate demands made upon it.

IT IS EASIER TO KEEP UP THAN TO CATCH UP.



UNIVERSITY OF KANSAS

FRESHMAN LECTURES II

SUGGESTIONS REGARDING STUDY HELPS FOR COLLEGE STUDENTS\*

During recent years a number of books designed to aid students in the development of good study habits have been published. Opinions will differ widely as to the practical value of these publications. It is believed, however, that in many instances students who are having study difficulties will be aided by reading pertinent references. A few selected references are suggested below. Specific chapter references dealing with certain phases are also given. The annotations in connection with the chapter references are given merely to guide students in their reading. Kornhauser's booklet of about forty pages may also be purchased at the bookstore.

SPECIFIC REFERENCES TREATING PARTICULAR PHASES OF  
STUDY PROCEDURE

Incentives and Objectives in Study:

Book, W. F., Learning How to Study and Work Effectively.

Chap. I. Need for Greater Efficiency in Study and Work. Emphasizes the importance of efficiency in various activities. By analogy he stresses the importance of efficiency in study.

Kornhauser, A. H., How to Study.

Chaps. I and II. Discusses the need for study and fundamental requirements for effective study.

May, Mark A., How to Study in College.

Chap. I. Discusses the importance of the right frame of mind, getting started right, and the discovery of intellectual problems.

Chap. II. Factors in college success. The Author discusses what is college success, in terms of education and after life, and what one may expect to get out of college.

\*Adapted from University of Chicago.



Chap. III. Motives for going to college and for study. Presents various motives and their relative importance, motives for study and interest in one's work, how to become interested in a subject.

Keeping Physically Fit for Study:

Book, W. F., Learning How to Study and Work Effectively.

Chap. III. Discusses fatigue and its causes and the conservation of available energy. Very good.

Chap. IV. Discusses sleep and other means of restoring the energy used in study and work. The first part of the Chapter is rather general in character. The latter part is very concrete and practical.

Chap. V. Factors conditioning personal efficiency. Factors included are artificial incentives, native endowments, and keeping a record of advancement.

Headley, L. A., How to Study in College.

Chap. I. How to keep physically fit. Emphasizes ventilation, regularity of living habits, exercise, care of eyes, fatigue, and rest.

Keeping Fit Mentally:

Book, W. F., Learning How to Study and Work Effectively.

Chaps. VI -VIII. In Chapter VI are discussed ideals and purposes; in Chapter VII the development of attention and will; and in VIII decision and fatigue of will.

Headley, L. A., How to Study in College.

Chap. II. How to keep fit mentally. Working hard, objectifying interests, establishing goals, play, control of emotional states, and banishing debilitating doubts, are among the more important topics treated in the Chapter.

Efficient Use of Time:

Bird, Charles, Effective Study Habits.

Chap. II. How to plan activities in college. Discusses study programs, length of study periods, distribution of study periods; also summarizes various investigations pertaining to these topics. Good.

Book, W. F., Learning How to Study and Work Effectively.

Chaps. I - XIV. These Chapters discuss the importance of careful planning, making an analysis of one's work, formulating a schedule of procedure, and working according to schedule. A practical discussion supported by sufficient scientific data to give it weight.



Headley, L. A., How to Study in College.

Chap. XIV. How to invest time. Emphasizes the importance of checking on time expenditure, working according to a definite program and salvaging odd moments. Very good.

Kornhauser, A. H., How to Study.

Chap. IV. System and regularity in study.

Maintaining a Proper Environment for Study:

Book, W. F., Learning How to Study and Work Effectively.

Chap. XV. Making conditions favorable for work. Discusses conditions which may be standardized, such as time and place habits, seeking quiet, standardizing materials to be employed. The effects of weather on efficiency, and checking up on methods and plans.

Studying Which Basically Involves Problem Solving and Reasoning:

Book, W. F., Learning How to Study and Work Effectively.

Chap. XX. Gives a brief explanation of the reasoning process, suggests aids in reasoning and summarizes special habits to be established and difficulties to be overcome.

Headley, L. A., How to Study in College.

Chap. IX. How to reason. A good discussion but somewhat over-weighted with psychology and logic. More difficult for a student to read and understand than are most chapters in this reference.

How to Concentrate:

Book, W. F., Learning How to Study and Work Effectively.

Chap. XII. A comprehensive and practical treatment of concentration of attention. Very good.

Headley, L. A., How to Study in College.

Chap. III. Contains suggestions regarding the relation of purpose, initiative, physical alertness, and distraction, to concentration. Largely a simplified discussion of general psychology. Good but not as detailed as the first reference.

Kornhauser, A. H., How to Study.

Chap. III. Conditions favorable for concentration.



How to Remember:

Book, W. F., Learning How to Study and Work Effectively.

Chap. XIX. Summarizes a number of very specific and practical suggestions pertaining to learning which involves memory.

Headley, L. A., How to Study in Colloge.

Chaps. VI and VII. A good detailed discussion. Goes into more detail than does Book. Should prove helpful.

Kornhauser, A. M., How to Study.

Chap. IX. Aids in memorizing.

May, M. A., How to Study in Colloge.

Chap. VII. A pointed and practical presentation of principles underlying memorizing. A good reference.

How to Read Efficiently:

Bird, Charles, Effective Study Habits.

Chap. IV. Probably the best and most detailed reference on the mechanics of reading and the improvement of reading ability.

Book, W. F., Learning How to Study and Work Effectively.

Chap. XVII. Discusses general conditions which affect the preparation of an assignment in a text book. Treats briefly the improvement of reading technique.

Headley, L. A., How to Study in Colloge.

Chap. X. A more detailed discussion of the technique of reading and how to improve reading efficiency. Quite good.

Kornhauser, A. H., How to Study.

Chaps. V -VII. Summarizes suggestions for improvement of reading both in rate and comprehension. Very brief but to the point.

May, M. A., How to Study in Colloge.

Chap. VI. About one-third of the Chapter is devoted to concentration. The remainder is given to the technique of reading and its improvement.

How to Make a Critical Study of a Special Problem or Topic:

Book, W. F., Learning How to Study and Work Effectively.

Chap. XVIII. A series of suggestions which should be of some value. Most college students should have learned the procedure outlined, but an analysis of it may be helpful to them.



Headley, L. A., How to Study in College.

Chap. VIII. Deals primarily with the formation of a judgment based upon comparison of data, employment of a standard of reference, assembling all the facts, being impartial and suspending decision. Really a summary of the scientific method of thinking.

How to Take Notes:

Bird, Charles, Effective Study Habits.

Chap. V. A brief discussion of lecture notes, text book notes, and research notes. A very good reference.

Headley, L. A., How to Study in College.

Chap. XII. Discusses reasons for taking notes, how to make and organize notes, and how to use them. Also good. Covers some points not included in the first reference.

Kornhauser, A. H., How to Study.

Chap. VIII. Lecturing and note taking.

Preparing for and Taking Examinations:

Bird, Charles, Effective Study Habits.

Chap. Vi, pp. 149-158. Treats of writing examinations.  
pp. 158-177 deals with writing themes and term papers.

Kornhauser, A. H., How to Study.

Chap. X. Cramming and examinations.

May, M. A., How to Study in College.

Chap. XI. A detailed statement of many familiar suggestions which are often overlooked by students. Worth a student's time to read it.



UNIVERSITY OF KANSAS  
FRESHMAN LECTURES III

Suggestions for Improving Reading Ability\*

The following suggestions relating to various phases of reading efficiency have been found to be important for students. Superior students employ the suggestions consistently and find them helpful.

In using this check list, answer the question "Do you?" with reference to each item by placing a check (✓) in the appropriate space under "Never," "Seldom," etc. Having made an analysis of your present study and reading habits, practice using the suggestions contained in this list until you can honestly check "Usually" or "Always" for each one.

Building a Vocabulary

| Item   | Never | Seldom | Often | Usually | Constantly |
|--|-------|--------|-------|---------|------------|
| 1. Read good literature extensively . . . . .  |       |        |       |         |            |
| 2. Associate with people who have large vocabularies and who use them properly. .  |       |        |       |         |            |
| 3. Listen to good lectures and addresses as often as possible . . . . .  |       |        |       |         |            |
| 4. Strive consciously to enlarge your vocabulary; use the dictionary constantly . . .  |       |        |       |         |            |
| 5. Be word-conscious; be tactfully critical of the usage both you and your friends make of words. . . . .  |       |        |       |         |            |
| 6. Get criticism of your word usage from others . . . . .  |       |        |       |         |            |
| 7. Practice using the words you have studied; make a definite effort to use new words on every appropriate occasion . . . . .  |       |        |       |         |            |
| 8. Study definite word lists to test and increase your word knowledge; note pronunciation, word stems, derivation and history, antonyms and synonyms, shades of meaning, and meaning of prefixes and suffixes. . . |       |        |       |         |            |
| 9. Keep a list of unfamiliar words that are found in daily reading; make a practice of looking up new words each day . . . .   |       |        |       |         |            |
| 10. Associate new words with foreign words already known . . . . .   |       |        |       |         |            |
| 11. Attach meanings to words through association with other familiar words in your own language . . . . .  |       |        |       |         |            |
| 12. Attach meanings to words through associating them consciously with situations or settings in which they occur. . . . .   |       |        |       |         |            |

\*Adapted from University of Chicago.



Preparing Reading Assignments and Using Textbooks and Reference Books

| Item   | Never | Seldom | Often | Usually | Constantly |
|--|-------|--------|-------|---------|------------|
| 1. Study the more difficult courses first . . .  |       |        |       |         |            |
| 2. Follow a regular procedure in study, have regular study hours, a definite place of study, etc. . . . .  |       |        |       |         |            |
| 3. Think about the topic of study before beginning to read; formulate as clear an objective as possible for your reading . . .   |       |        |       |         |            |
| 4. Review mentally previous reading notes, lecture notes and other materials bearing on the topic before doing advance reading.  |       |        |       |         |            |
| 5. Use more than one reference in each subject to get different viewpoints, especially on controversial subjects or topics; compare and evaluate the presentation of the same topic by two or more different authors; read both sides of controversial questions . . . . . |       |        |       |         |            |
| 6. Read the introduction and preface to the reference books, particularly full volume readings to become familiar with the author and his purposes. . . . .  |       |        |       |         |            |
| 7. Give the material a preliminary or rapid reading; skim for the purpose of getting the general trend of the material; note the divisional, paragraph, and sectional headings, the key sentences and phrases, etc. . . . .  |       |        |       |         |            |
| 8. Reread more intensively and critically to get details. . . . .  |       |        |       |         |            |
| 9. Complete your reading on a given topic at one sitting as far as possible; break long readings into usable units. . . . .  |       |        |       |         |            |
| 10. Read footnotes, since they are quite often of great importance . . . . .   |       |        |       |         |            |
| 11. Take full advantage of and use wisely the special parts of books, such as table of contents, glossary, and index. . . . .  |       |        |       |         |            |
| 12. Adapt your reading to the difficulty of the material and the general plan of the course; determine whether the course calls for extensive or intensive reading of the assignments . . . . .  |       |        |       |         |            |
| 13. Think through the entire topic after reading; connect the material just read with the plan and materials of the whole course   |       |        |       |         |            |
| 14. Make a brief written summary in outline or note form as an aid to recall in later reviews . . . . .  |       |        |       |         |            |
| 15. Ask critical and summarizing questions and answer them mentally as you read . . . . .  |       |        |       |         |            |



Special Factors of Reading Rate

| Item  | Never | Seldom | Often | Usually | Constantly |
|---|-------|--------|-------|---------|------------|
| 1. Measure your rate of reading at least once every three or four months in terms of average number of pages per hour or average number of words per minute; use reading material of a general character each time and read at the maximum rate which enables you to understand and reproduce the content . . . . . |       |        |       |         |            |
| 2. Graph your progress in rate of reading from time to time. . . . .  |       |        |       |         |            |
| 3. Make rapid reading a conscious aim; measure your rate of oral reading in the same way that you measure your rate of silent reading, then strive to make your silent reading rate three to four times as rapid as your usual oral rate. . . . .   |       |        |       |         |            |
| 4. Read at different rates of speed on different kinds of material, but try to average at least 250 words per minute on textbook material of average difficulty. . . . .  |       |        |       |         |            |
| 5. Keep forcing yourself to read rapidly, being careful at the same time to insure adequate comprehension; read under pressure. . . . .   |       |        |       |         |            |
| 6. Try to shift the eyes and visual attention to advantage in perceiving material by focusing attention upon the principal or key words, and by sliding over propositions, articles, etc. . . . .   |       |        |       |         |            |
| 7. Practice reading by paragraphs rather than by sentences . . . . .  |       |        |       |         |            |
| 8. Get a definite question in mind and skim the pages of the reading materials to find clues to the answer . . . . .  |       |        |       |         |            |
| 9. Skim about two pages of reading material per minute and write down all you can recall of the material . . . . .  |       |        |       |         |            |
| 10. Read new and unusual material, formulas, difficult phrases, etc., at your average speed first, then study them more slowly later . . . . .  |       |        |       |         |            |
| 11. Strive consciously to reduce vocalization, lip movements, and inner speech; relax the throat muscles when reading. . . . .  |       |        |       |         |            |
| 12. Avoid reading so fast that you merely skim the materials without getting adequate comprehension or meaning . . . . .  |       |        |       |         |            |



Special Factors of Reading Comprehension

Note: Rate and comprehension are so closely related that many suggestions pertaining to one also apply to the other. Some of the specific factors included on this page have already been stated. They are repeated here for the purpose of giving emphasis to their importance.

| Item   | Never | Seldom | Often | Usually | Constantly |
|--|-------|--------|-------|---------|------------|
| 1. Have a pre-study period of questioning before commencing to read; review mentally what you already know about the subject . . . . .   |       |        |       |         |            |
| 2. Keep alert physically and mentally; concentrate; back mental reaction with physical reaction . . . . .  |       |        |       |         |            |
| 3. Practice noting the various data regarding the publication, author's name, author's position, and other information concerning your books . . . . .   |       |        |       |         |            |
| 4. Both before and during your reading practice asking yourself questions which cannot be answered with a single word, read to answer those questions. . . . .   |       |        |       |         |            |
| 5. Read in several sources to find the answer to a definite problem or to settle controversial issues . . . . .  |       |        |       |         |            |
| 6. Read the selection rapidly at first to get an over-view of the material, then reread the selection carefully giving especial attention to important points. . . . .   |       |        |       |         |            |
| 7. Practice sorting the essential and non-essential statements of a selection by selecting important points and supporting details; finding materials related to given problems; determining the essential conditions of a problem, etc. . . . . |       |        |       |         |            |
| 8. Practice picking out the central ideas of long sentences and paragraphs, while reading rapidly. . . . .   |       |        |       |         |            |
| 9. Practice reading articles and telling in a sentence what they are about . . . . .   |       |        |       |         |            |
| 10. Give especial attention to the beginning and ending of sentences and paragraphs . . . . .  |       |        |       |         |            |
| 11. Drill yourself in word recognition; try to increase the accuracy of word recognition; note words that are similar in form but different in meaning . . . . .   |       |        |       |         |            |
| 12. Make a practice of pausing occasionally during your reading to summarize mentally what you have just read . . . . .  |       |        |       |         |            |



UNIVERSITY OF KANSAS  
FRESHMAN LECTURES IV

CORRECT METHODS OF STUDY

Amos R. Wells, in a useful and entertaining little book named "How to Study", thus describes a procedure which some students mistake for study:

"Sitting before your books, you first estimate the length of the lesson,-- outrageously long! Then you compare it with yesterday's lesson,--the teacher is becoming more unreasonable every day! Then you count up the pages left to study, and cipher out how long it will take at three pages a day. No need of going so fast. Then you wonder if George has his lesson, and ask him. He hasn't. Then you read the lesson over. You don't understand a word of it. You ask George if he understands a word of it. He doesn't. Then you count up the number of days left in the term. Thirty-one days and six hours and three-quarters. You read the lesson once more -- a little clearer. You see by the clock that you have been studying half an hour. You ask George if he has to study half an hour. He does. You read the lesson once more. As dark as ever. Discouraged you draw a picture of the teacher -- an awful picture, with horns. By this time you have studied an hour, and that is all the time you can spend on this lesson. Lesson's too long anyway."

Notice, that although the student described accomplished nothing, he did put in an hour, and he did read the lesson three times. No doubt he felt virtuous. But by the same expenditure of time and effort, properly directed, he could have mastered the lesson and been prepared to handle the next with greater ease.

There are certain methods of study, and attitudes toward study, which make it easier, quicker, and more profitable. Here are some of these:

CONDITIONS OF STUDY

1. If interruptions prevent your study at the scheduled time, plan immediately another time to replace it. Don't just let it go.
2. If you don't like the subject, remember that there are interesting and intelligent people who find it fascinating. Resolve to try to find out what it is about the subject that interests them so much. The more interested you become in the subject the easier it will be to learn.
3. Don't quit when the subject becomes dull or tedious for a while. This is almost sure to happen, and if you deliberately look for interesting and surprising things, even in the dull assignments, you will usually find them.
4. Have a regular place for study, as comfortable and free from distractions as you can manage. Every distraction reduces your efficiency to some extent, even if you are not giving it your conscious attention.
5. If your neighbor's radio is too loud, don't give up and say you can't study. You can study in almost any environment if you have to, and want to badly enough. Get the best conditions you can, and if you refuse to give up you can quickly learn to ignore what you can't help.
6. Study alone if possible. Your friends can help you later, but you will have to learn by yourself in the beginning. Demosthenes shaved half his head so that he could study without the temptation to visit around. He got results.



7. You will learn nothing from books as valuable to you as your eyes. Have enough light, avoid cross lights, flickering lights, and direct sunlight on your book. If you need glasses don't let false economy, much less false pride, keep you from wearing them. Comfortable eyes will make you feel better all over.

8. Avoid internal distractions, too. Common sense in eating, drinking, smoking, amusements, and sleep will increase your efficiency and will make teachers, lessons, and all your surroundings seem more friendly to your success.

9. Keep your temper. You can't study when you are boiling over about something, nor when you are worried and ashamed because you have lost your temper before others.

#### STUDY PROCEDURE

10. Do you know, clearly, what the assignment is? Some students seem uncertain half the time. Write it down when given; ask the teacher after class; find out some way.

11. Recall what the last lesson covered. What has been the general theme of the last several lessons? How does the new assignment fit into it? Have you the previous work of the semester clearly in mind? Probably a few minutes of every study period should be spent in systematic review.

12. What is the new assignment about? Glance through it and see: What main problem or problems will it help to answer? Can you guess what the answer will be? We learn when we are seeking the solution of a definite problem: --we find when we know what we are looking for.

13. Find the idea of the assignment as a whole. One big idea is easier to remember than twenty little ones, and much more valuable. Perhaps the assignment is intended simply to modify or clarify another idea. Sometimes it will contain two or three distinct ideas, rarely more. This does not mean to ignore details, rather that they are easier to learn as parts of a larger idea.

14. Understanding is better than memorizing; parrot-like repetition is not learning at all. When memorizing is necessary, it is far easier when we understand the reasons behind what we learn. Memorize through understanding, not instead of understanding. There are rules and reasons underlying even the seeming vagaries of irregular verbs.

15. Notice the chapter titles, subheads, marginal guide-titles, etc. They help you to get the general idea at the first and to organize your thinking as you go.

16. The importance of illustrations is frequently out of all proportion to their size. Read the legends beneath them; be sure you understand what you see. Some students seem to ignore them entirely.

17. Master the vocabulary of the subject. When a word of uncertain or unknown meaning occurs look it up. If there is a glossary in your textbook spend a few minutes a week with it until you have mastered it. Familiarity with the terminology of the subject is not only a great help in study, but is of immense value in helping to make a creditable showing on examinations.

18. Some technique of outlining, underlining, (if the book is your own,) or of writing summaries, is almost indispensable. Even meager notes on your reading will help to fix the points in mind at the time they are made.



19. Develop the habit of asking yourself, "Is this what I would have expected?" If it isn't, make a mental note of the item, or it may trip you on the next test.

20. At the same time ask yourself, "Is the author right about it? I would have thought thus and so; why did I have that opinion? Had I any good evidence? Has the author any for his opinion?" While this attitude is much more valuable in some subjects than in others, remember that there are no infallible authors, and errors are still made by printers. Also, you may have misunderstood the author.

21. You should come to the end of your study time with one or more questions. Put them on paper. Nothing pleases most teachers like an intelligent question, based not on ignorance of the assignment but on knowledge of it; and there is nothing so likely to contribute to your own future interest and understanding.

22. Learn to read rapidly. Crowd yourself along. Don't move your lips or the muscles of your throat while you read; it slows you down. Don't read every word, except, perhaps, in poetry or drama. Practically any college student, even a graduate student, can learn to increase his reading rate from fifty to more than a hundred percent by consciously trying, and that without any loss of understanding.

#### TESTING YOUR KNOWLEDGE

23. When you come toward the end of your study time, see whether you can summarize, to yourself, what you have learned. Don't say, "I know it but I can't tell it," --you will know it ten times better if you make the extra effort of learning how to tell it, if only to yourself.

24. Talk about it to someone else, preferably, of course, with someone who is interested and knows something about the subject. This is the kind of studying with a friend which is worth while. Learn by yourself, review with others when you can.

25. During recitation try to answer, to yourself, every question asked, instead of sitting passively by. How would your answer have succeeded? In this way you get the advantage of reciting the whole lesson, without the strain.

#### --AND FINALLY--

26. Ask the teacher for help whenever you really need it. Don't expect him, or a tutor, to show you a way to understand without study; if he knew one he would tell it to the whole class. And don't be afraid of the accusation of "apple polishing," --we need this kind. Even the teacher asks questions; that's how he learned.

27. It is better to be one day's work ahead, than one day behind.

28. You won't learn to study in one day. It is worth spending a year to improve your technique of study.



April 6, 1936.

NEW DISTRIBUTION REGULATIONS

This number of the Bulletin is devoted chiefly to information on Faculty action regarding the new group system. The fourth page embodies a proposal of the Rules Committee of a somewhat more convenient grouping of College subjects than that in the report of the Committee on the Revision of the Group System. Note that the word "Division" has been substituted for "Group"---a change which the Rules Committee is also suggesting.

Instructors are asked to preserve this issue of the Bulletin for the Faculty meeting and for the study which will be necessary before we all become familiar with the details of the new arrangement.

ENROLLMENT STATISTICS

|   |     |  |  |  |      |
|---|-----|--|--|--|------|
| University,   |     |  |  |  |      |
| Number of students Regular Session 1935-'36                         | --- |  |  |  | 4531 |
| College,           "           "           "           "            | --- |  |  |  | 2481 |
| College, number of students, Fall 1935                              | --- |  |  |  | 2364 |
| College, number of students, Spring 1936                            | --- |  |  |  | 2193 |
| Number of new students in College, Spring 1936                      | --- |  |  |  | 138  |
| Number of Fall semester College students not<br>returning in Spring | --- |  |  |  | 309  |

Of these 309 there were 39 who were graduated at the end of the Fall semester.

MAJOR STUDENTS

The following was the number of majors last Fall in the ten College departments with the most majors:

|            |    |                   |    |
|------------|----|-------------------|----|
| English    | 98 | History           | 64 |
| Journalism | 85 | Political Science | 63 |
| Sociology  | 76 | Zoology           | 53 |
| Chemistry  | 75 | Bacteriology      | 49 |
| Economics  | 66 | Home Economics    | 37 |

A number of these departments, particularly Political Science and Zoology, have in addition to the above a number of Combined Degree Juniors who are completing semi-majors in the department.

LARGE DEPARTMENTS - 1935-'36

The following are the student-hour loads of the ten largest departments in the College:

|             |        |                          |       |
|-------------|--------|--------------------------|-------|
| English     | 10,709 | Sociology                | 4,023 |
| Mathematics | 6,819  | German                   | 3,265 |
| Chemistry   | 6,620  | Zoology                  | 3,054 |
| Psychology  | 4,551  | Spanish                  | 3,035 |
| History     | 4,384  | Physics and<br>Astronomy | 2,992 |

The School of Business, including Economics, carried 11,551 student hours.



## NEW REQUIREMENTS FOR THE A.B. DEGREE AT THE UNIVERSITY OF KANSAS

The Faculty of the College of Liberal Arts and Sciences has recently voted to make certain changes in the requirements for the A.B. degree, to take effect, except for Rule C, with the class graduating in June, 1940. Because students who next fall begin the work for the A.B. degree will normally be eligible for graduation in June, 1940, the new regulations, in effect, apply to the Freshman Class entering the University in September, 1936. For the convenience of those who are interested in these regulations, they are listed here:

### NEW RULES

(A) 1. Of the one hundred and twenty-four hours required for the A.B. degree, twenty hours shall be taken in each of the first three divisions shown on the last page. Fifteen hours must have been taken in each by the end of the Sophomore year, of which five must be in each of two fields in each division.

2. Five hours of work offered by the Department of Home Economics may be applied in the satisfaction of distribution requirements under one of the following options: (1) five hours from 80a, Home Administration, 80b, Home Administration, and 165, Public Aspects of the Household, may be applied under Field B of Division III; (2) 3, Selection and Preparation of Foods, may be applied under Field B of Division II; (3) five hours from 6a and 6b, Food and Nutrition, and 12 and 83, Child Care, may be applied under Field C of Division II.

(B) A maximum of forty hours shall be allowed in the major department, of which the department may prescribe not more than twenty-five hours. The minimum number of hours to be offered as completing a major course shall be twenty. A maximum of not more than twenty-five hours shall be allowed in any department other than the major. The maximum in a field of more than one department shall be sixty hours, and in any one division eighty hours.

(C) In the total of one hundred and twenty-four hours of credit, at least fifty hours shall be in Junior-Senior courses. This provision shall go into effect as soon as in the opinion of the Administrative Committee a sufficient number of Junior-Senior courses are available. The rule must not become effective, however, for at least two years.

The requirements in Rhetoric and in Foreign Language shall remain as at present, except as modified by Rule A above and by Rules D, E, and F, which follow:

(D) 1. The English Department shall offer the opportunity to all students whom it ascertains to be qualified, to take, upon entrance to the University, an examination testing them on the material of the Freshman course in Rhetoric. Any student who passes this examination may be excused from part or all of the five hours of work in Rhetoric otherwise required, and he shall then be regarded as having satisfied an equivalent number of hours of the distribution requirement in Field A, Division I.

2. Before a student may enroll for any part of the final thirty hours of residence work for the A.B. degree, he must pass a proficiency examination in the correct writing of English prose. This examination shall be set by a committee chosen from the Department of English, and the reading of the examination papers shall be under the supervision of a committee of five, at least two members of which shall be members of the Department of English.

(E) Students who present two units of one foreign language from high school shall be deemed to have also met a ten-hour distribution requirement in Field B of Division I, provided that by the end of the first semester after matriculation they pass a proficiency examination, given by the department concerned, in the reading of prose of average difficulty in that language, with the aid of a dictionary.

(F) Students who satisfy the minimum distribution requirement of five hours only in Field B of Division I must take these five hours in a language in which they already have credit.



(G) To satisfy the distribution requirement in Division I, a student must gain credit in at least one course in English literature or the literature of a foreign language.

(H) To satisfy the distribution requirement in Division III a student must gain credit in at least one laboratory course.

#### WHAT THE NEW REGULATIONS WILL ACCOMPLISH

It should be noted that the changes embodied in these new regulations are not radical, but simply aim at improving certain features of the work for the A.B. degree as now offered. Students are at present required to take five hours in each of six of the following groups: English, Ancient Languages, Modern Languages, Mathematics, Physical Science, Biological Science, History, Philosophy. The new regulations require that they complete twenty hours in each of the three new divisions indicated on Page 4, and in six different fields. These fields roughly correspond to the groups as now constituted, the main differences being that the two present language groups are merged into one field, and the present history group (which should properly be called the social science group) is divided into two fields. Under the new system sixty instead of thirty hours of work are demanded to meet the distribution requirement, but it should be noted that fifteen hours of this sixty will ordinarily be in the major subject.

The specific differences which the institution of the new regulations will make are indicated below:

1. The new regulations will insure that candidates for the A.B. degree have a somewhat better balanced program of studies than is required of them at present. Probably a third of our students will be affected by the proposal requiring them to complete more than a semester's work in each of three great branches of knowledge, the humanities, the social sciences, and the natural sciences.

2. After 1940 no student will receive the A.B. degree who has not become somewhat acquainted with scientific methods through work in at least one laboratory course in a natural science. A fairly large number of students at present leave the University without having had such a course.

3. After 1940 no student will receive the A.B. degree who has not had at least one course in literature. Actually, very few students at present fail to take such a course, but it has seemed best to eliminate the possibility of their doing so.

4. Hereafter students may, if they wish, secure more credit in the social sciences. For some time there has been an increasing demand that our present history group be divided; and the institution of the two separate social science fields, A and B, under Division III, meets this demand.

5. After 1940 the foreign language requirement for the A.B. degree will be somewhat more exacting than the one at present. Many students will have to take more language or else work beyond the one or two beginning courses in which they frequently enroll.

6. Most important of all, possibly, after 1940 no one will be voted the A.B. degree until he has demonstrated a reasonable mastery of the English language, as shown not by a grade but through passing a proficiency examination.

7. Finally, in the new rules the first attempt is made in the College of Liberal Arts and Sciences to escape from the policy of evaluating work only in terms of grades. The qualifying examinations provided for in Rules D (1) and E, and more important still, the proficiency examination in English in Rule D (2), will, it is hoped, serve to remind students of the importance of scholastic attainments instead of grades. This is, the Faculty believes, a decided step in the right direction and should be carried much further in the future.



PRESENT GROUPS

NEW DIVISIONS.

Group I.

English -----

Field A:

Division I.

English  
Speech and Dramatic Art  
Journalism

Group II.

Ancient Language -----

Field B:

Latin  
Greek

Group III.

Modern Language -----

(Germanic Languages  
(Romance Languages

Group IV.

Mathematics -----

Field A:

Division II.

Mathematics

Group V.

Physical Science -----

Field B:

Chemistry  
Physics and Astronomy  
Geology  
\*Biochemistry

Group VI.

Biological Science -----

Field C:

Botany  
Bacteriology  
Entomology  
Zoology  
Physiology  
Anatomy

Group VII.

History -----

Field A:

Division III.

History

Field B:

Economics  
Political Science  
Sociology

Group VIII.

Philosophy -----

Field C:

Philosophy  
Psychology

Group IX.

Professional

Division IV.

Home Economics  
Religion

Group X.

Miscellaneous

Design  
Drawing and Painting  
Music  
Military Science and Tactics  
Physical Education  
Professional Courses

\* Biochemistry may apply in either Field <sup>C</sup>A or Field B.



COLLEGE COMMUNICATIONS

January 22, 1937.

THE OLD SEMESTER

Will you please help us by carefully reading and following the procedures listed below, having to do with the reporting of grades:

1. Since all failures and incompletes must be transcribed before enrollment, it is very important that we have the advance failure reports (red cards) and also the advance incomplete reports (blue cards) on file in this office not later than twenty-four hours after each examination, if possible. In any case, we feel we must have all failure reports in the office not later than Friday, January 29. The cards are obtainable at the departmental offices.
2. Be sure to turn in red cards for those students also who have withdrawn with a failure during the semester.
3. Please indicate the amount of the incomplete, such as  $\frac{1}{2}$  hour or 1 hour, on the incomplete cards.
4. In order to administer the regulations on classification and amount of work allowed, it is necessary to have a complete record of all grades at enrollment time. We trust all your grades, therefore, will be in before Sunday. Failure to do this forces us to send students to you during enrollment to find out their grades, thus bothering you and slowing up enrollment.

THE NEW SEMESTER

Please note carefully that enrollment for the spring semester will be on Monday and Tuesday, February 1 and 2, instead of on Tuesday and Wednesday. And each morning we will start promptly at 8:30. We cordially invite all who help with enrollment to meet us at Robinson Gymnasium at that time.

INCOMPLETES

Students with Incompletes are not to be reinrolled in the entire course. If any wish to do so, refer them to the dean.

BELIEVE IT OR NOT!

We didn't have a faculty meeting in January because we didn't feel there was enough business before us to warrant calling one. Any objections? If we promise not to have unnecessary meetings, will you promise to attend all the necessary ones?

MAY WE SUGGEST

1. That the only value of a plus or a minus attached to a grade is in the instructor's mind, since they are never recorded by the registrar nor in our office. Yet some instructors seem to feel that they are not giving so many A's if a minus is attached to a few of them, and that they are not really passing a student if they give him a D-.
2. That we are grading pretty liberally when 50 per cent of our grades in the College are A's and B's. Here are the catalog definitions of these grades:

"The letter A is reserved for work of marked excellence."

"The letter B indicates very good work of much more than average quality."

Can half of our students be doing work of "much more than average quality"? To our mind there should be a distinct increase in the percentage of C's at the expense of the A's and B's.

3. That all members of the faculty should remember that our rules forbid the changing of any reported final grade except on the discovery of a clerical error. And we must interpret "clerical" as not including an error of judgment.

OH! HOW WE WISH

1. That instructors would stop telling students they are willing to admit them to their classes without the prerequisites, if only the dean would agree.
2. That instructors would stop telling students they would be willing to give them another final examination or let them do some extra work in order to raise the grade, if only the dean would agree.
3. That instructors would stop telling students they would be willing to raise a final grade from a D+ to a C-, if only the dean would agree.
4. That the dean could find some way of doing what all the faculty and all the students want him to do about everything.
5. That for each of you the coming semester will be the happiest and most profitable one of your life.



## COLLEGE COMMUNICATIONS

March 6, 1937.

### MID-SEMESTERS AGAIN

Mid-semester grades are due in the office on Monday, March 22. Please plan your work and examinations to enable you to make these reports promptly. Your help in making full reports will also be greatly appreciated, as the reasons given for the poor grades are very helpful to us in talking with students and their parents.

### MARCH FACULTY MEETING

The next meeting of the College Faculty will be held at 4:30, March 16, in the Central Administration auditorium. Important matters are to be considered. Since no faculty meetings were held in January and February, we hope everyone will attend the March meeting.

### NEW COURSES AND CHANGES IN COURSES

According to a recent University Senate regulation, no new courses may be offered next fall which are not approved by the Faculty by the April meeting. We are, therefore, asking that all requests for new courses and also for course changes be presented now. This will allow us to present the necessary requests at the March faculty meeting and the Administrative Committee could then present its recommendations for action at the April meeting.

May we ask all staff members to examine critically the catalog descriptions of their courses and suggest desirable changes. Prerequisites should be carefully studied and requests for changes made where necessary, so that catalog statements can be regularly followed. It is hoped that all changes may receive Faculty or Administrative Committee approval this spring instead of being left for the fall when we are always hurried to get the copy to the printer.

### EXCESSIVE ABSENCES

We are finding some cases of neglect in the reporting of excessive absences. All instructors of College students are expected to check class attendance regularly and to report on the deficiency cards any student who, aside from reasons of

known illness, has one more absence from class than the number of hours of credit given in the course. Prompt reports prevent some student failures and enable us to give the parents the information they expect of us in this matter.

### WITHDRAWALS

Please remember that no student is withdrawn from your classes until you receive an official withdrawal notice from the dean of the school concerned.

### CODDLING OR MASTERY?

"When failure is mentioned we become sentimental and think too little about the social waste that will ensue if we pamper the individual in his irresponsible practices--What would society have lost if Pasteur, who failed, or if Einstein, who failed, had been coddled and passed?---When I reflect on the history of civilization and on the problems of present-day society, it seems to me that there was never a time when students should be held more rigorously to high standards, never a time when students needed more to be taught that understanding can be acquired only by mastering systematic knowledge--I make a special plea for education that puts lime in the bone, iron in the blood, and organized knowledge in the minds of the youth of this generation."---Pres. L. D. Coffman, in The Educational Record.

### TEACHERS' OATHS

"I have been a teacher for most of my active life and have known thousands of the members of that profession---No one of them would probably object to taking a loyalty oath, were it not for the outrageous initial implication that they are not loyal, and also were it not for the power of insufferable interference which the requirement of such an oath gives to bigots and morons who may conceive themselves alone possessed of the true gospel, or who suffer from the itch for newspaper publicity. Compel all persons to take such an oath, if you will, but do not insist on the teacher while you spare the radio speaker, the newspaper editor, the maker and purveyor of the movie and the movie newsreel."---Pres. James Rowland Angell, to Yale Alumni.



## COLLEGE COMMUNICATIONS

May 15, 1937.

### NOTICE OF FACULTY MEETING

The College Faculty will meet on Tuesday, May 18, at 4:30 in Central Administration Auditorium. Important matters such as the proposals for group majors and general and departmental honors work are to be considered. Will members please bring their copies of the report on the honors plan to the meeting.

### RED AND BLUE CARDS

These cards for early reports on failures and incompletes may be obtained from the departmental offices.

Please send in red cards for all students who have withdrawn with failure during the semester and for those who fail at the end of the semester. Since we must copy these failures on the transcripts before the Summer Session starts, they should be sent in as soon as possible, but in all cases not later than Saturday, June 5.

### HONOR ROLLS

We are asking the faculty to nominate students for the Honor Roll of this year's Freshman, Sophomore, and Junior classes. This roll usually lists from five to ten per cent of the membership of each class, and has, we believe, proved an incentive to good scholarship to many students. Nominations should be made for students who were in your classes last fall or this spring. Please use a separate card for each student recommended. Cards for your nominations may be obtained at the departmental offices.

### CURRICULAR CHANGES

During this school year many College departments have made significant changes in their courses. This is especially true of the following departments: Geology, Astronomy, Botany, Romance Languages, German, Political Science, and Sociology. Departments making somewhat less change were: English, Psychology, Speech and Dramatic Art, Journalism, Philosophy, Home Economics, Economics, Mathematics. Still other departments made minor changes so that an unusually complete study of our courses has been made during the year.

In addition during these closing weeks we are considering the question of general and departmental honors and also of group majors. All this would indicate the alertness of the faculty to needed and desirable changes.

### FINAL EXAMINATIONS

Your cooperation is urgently requested in following the final examination schedule strictly. Only by so doing can we avoid confusion.

- - -

According to Dean J. B. Johnston of the College of Science Letters and Arts at the University of Minnesota, there is the following correlation between the high school standing of students and their college record.

Of those with the top high school rating of 86 to 100, C work or better in college is done by 80%.

Of those with a high school rating of 51 to 85, C work or better in college is done by 45%.

Of those with a high school rating of 1 to 50, C work or better in college is done by 18 to 25%.

Dean Johnston goes on to say:

"Freshman advisers tell me that the most frequent single cause of low grades is bad habits of study. I am inclined to think that this is another synonym for irresponsibility. Bad habits of study for the most part mean bad habits of mind and personality, slackness, carelessness, love of ease, lack of self-criticism, and general willingness to let things slide. A student can learn to study if he undertakes to hold himself up to the task. A student who has bad habits of study is one who has not learned to study by trying."

### WE SALUTE THEM!

We are sure that every member of the College Faculty wishes to express his appreciation to Professors Corbin, Helberg, Hopkins, Naismith, Stevens, and Templin for their long and fine service to the University and for the privileges of our association with them through the years. As these colleagues retire from active service at the close of the semester we rise to salute them and trust that for years to come we will continue to have their fellowship and counsel.

### THANK YOU!

Again all the folks in the College Office thank you for your help during the year. We hope you will have a much better summer than in 1936.



## A PLAN FOR HONORS WORK IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES

### I. General Nature of Honors Work.

1. Honors may combine distinction in the general work of the College with distinction in the work of the major department; or honors may be granted in the major department alone; but a student may not take general honors alone.
2. The conditions for departmental honors shall be determined by the major department granting such honors, but in order that requirements may be reasonably uniform in the different departments, they must be approved by the General Committee on Honors (see III). It is recommended that in addition to high general average in all studies and in the studies of the major department, the student shall devote 6-8 credit hours to special reading or investigation courses designed for departmental honors students.
3. In order to be eligible for general honors, a student must fulfill the requirements for departmental honors and in addition must take special honors courses designed for the candidate for general honors.
4. Credit in special honors courses (general honors) shall be 8-12 hours. Three courses designed especially for honors students shall be offered, one of 4 hours each in the three following fields: (1) Humanities; (2) Social Sciences; (3) Natural Sciences. Each of these courses shall be planned and supervised by a committee of faculty members representing a single field and appointed by the Dean after consultation with the departments concerned. The course shall be described in the catalogue and regularly announced in the schedule. It shall be placed on the basis of other teaching courses, and adequate provision shall be made for it in the teaching load.

Every candidate for general honors must take the courses representing his major field, and at least one other general honors course.

Each course shall consist of readings or investigation in all departments representing the field, and the student shall be allowed to choose out of a wide field of reading. It shall extend over at least two semesters and may extend over three or four. The chief test shall be an examination at the close of each semester and a final comprehensive covering all the honors work for the two years.

The courses may be further enriched by reports and discussions of the students at regular intervals, and lectures given by the faculty, if such discussions and lectures seem feasible and profitable, but the chief method followed shall be that of reading and original investigation and examination.

5. A student may receive credit for work in honors courses even though he is not recommended for honors upon graduation.

### II. Admission to Honors.

1. Honors work shall ordinarily begin in the first semester of the junior year. No student shall be admitted to honors work later than the first semester of the senior year.
2. The candidate for honors must have a general average of B in all work in the University at the time of application and a grade of 2.50 in his major subject. Each department shall add such other requirements for its own students as it sees fit. Advanced-standing students will ordinarily be expected to have had at least one semester in the University. Exceptions to this rule must be passed on by the General Committee on Honors (see III).



## \*2--Plan for Honors Work.

3. Admission to departmental honors shall be granted by the department concerned. Admission to general honors shall be by recommendation of the major department to the General Committee on Honors. A candidate should be selected not solely on the basis of grades. He must convince his department and the General Committee that he is inspired by the genuine spirit of scholarship, and that he has a comprehension of what constitutes breadth of education and a desire to attain this end. After recommendation by the major department the General Committee on Honors shall make the final decision as to admission to general honors work.

### III. Administration.

1. The General Committee on Honors shall consist of the three chairmen of the field committees (see I. 4) and two other members to be appointed by the Dean. It shall pass on all cases of admission to general honors, and may remove the privilege of working for honors at the close of any semester. It should also be responsible for the final comprehensive examinations taken by students in the general honors courses in the senior year.

2. The choice of studies for departmental honors shall be directed in each case by an adviser approved by the departmental honors committee. This adviser may also advise the student as to his readings in the general honors courses, but the selection of readings must be finally approved by the committees in charge of the general honors courses and directing of the work shall be entirely in their hands.

### IV. Requirements.

A candidate for honors must maintain an average of not less than two and one-half grade points per credit hour in the junior-senior work of his major department and an average of two grade points in all studies. In addition, he must pass the comprehensive examinations in the required honors courses with high standing. Furthermore, honors may be withheld in the case of any student who in the opinion of his honors adviser or the General Honors Committee has not shown the spirit of true scholarship and interest in liberal culture expected of such students.

### V. Special Privileges.

1. Any special privileges granted to honors students must be approved by the General Committee on Honors, and are also subject to the veto of the Dean.

2. Special privileges for which honors students may make petition are: admission to courses in advance of ordinary expectation (senior work in junior year; graduate work in senior year, etc.); relaxation in special cases of the pressure of College rules, etc.

3. In work taken in regular courses not especially designed for honors students, no special exemption from class attendance or examination shall be granted.

### Additional Suggestions

The five articles formulated above constitute the Honors Plan recommended by your committee appointed to consider the possibility of special treatment



#3--Plan for Honors Work.

for the Superior Student in the College. The suggestions that follow are not an integral part of that plan, but are added partly as a comment on the plan and partly as supplementing it.

1. The Committee recommends that some form of diploma designation be adopted for the honors students, e.g.,

Honors in Mathematics

General honors and honors in Mathematics

2. The problem of library facilities is a serious one.
3. Some cost would be incurred in the publication of bibliographies for the use of honors students.
4. The most serious obstacle to success of the plan is the extra burden placed upon teaching. Allowance would have to be made in teaching schedules for this purpose. It is recommended that for a time, at least, the number of candidates be rigidly restricted.
5. Special courses (e.g., Zero English, Engineering English 2d, etc.) are given to assist the inferior student. It is suggested that certain upper-class lecture and discussion courses might be set apart for the Superior Student alone. It would probably be necessary in some cases to excuse such courses from the quantitative measure (10 for Sr.-Jr. classes) and no department could afford many of these. But if some of these courses could be of the sort generally sought after, it would give a real motive for high scholarship. They would not be designed for honors students. The intention would be rather to exclude the inferior student (below 1.5 perhaps). Sectioning of large courses according to previous attainment is another possibility. Still other special plans might be inaugurated in particular departments.

Respectfully submitted,

The Committee on Superior Students:

R. Q. Brewster  
J. F. Brown  
C. C. Crawford  
May Gardner  
W. S. Johnson  
W. E. Sandelius  
G. W. Smith  
H. H. Lane, Chairman