

*Education is a matter of affection and concern for people. This places upon all those engaged in education the obligation to advance its cause. We talk about democracy, but it is necessary to practice it in classroom, on campus, and in all matters dealt with by faculty, students, and friends of the institution. Such is the challenge — a great one, a difficult one! Good sense and an understanding leadership can bring about notable results.*

## 6.

# The Status of Students and Their Relation to the College

One of the first things in which I became interested after retiring from the presidency was the background and character of our student body. What were the occupations of the fathers? How well educated were these parents? What grades had the students made in high school and how successful were they in college? As I pursued this study, other facts emerged.

### *Occupations of the Fathers of Students*

Identical studies were made of all students entering in the fall of 1937, 1941, and 1942, a total of 5,610. The percentage from each group varied for the three years by less than 2 per cent except in the case of clerical workers, where it varied 3.5 per cent in one year. The average for the three years is shown in the table on the next page.

Roughly speaking, one-fourth of our students came from families of professional men; and three-fourths from nonprofessional men.

A detailed study of the occupations of the fathers of the 1,870 students entering in the fall of 1937 is given in the Appendix.

Iowa State College is a technological institution. The agriculture and veterinary medicine courses enroll more than one-fourth of the students and rarely admit students not reared on farms. Engineering courses enroll about one-half of the men, and home

EMPLOYMENT OF FATHERS OF STUDENTS ENTERING IN FALL, 1937

Professional Employment		Nonprofessional Employment	
	<i>Percentage</i>		<i>Percentage</i>
Teachers.....	3.76	Farmers.....	32.21
Other professions.....	6.32	Small businesses.....	17.25
Engineers and scientists.....	4.74	Skilled and semi-skilled workers.....	14.25
Executives in large businesses.....	8.76	Salesmen.....	7.13
	23.58	Clerical workers.....	4.44
		Unskilled workers.....	1.11
			76.39

economics about nine-tenths of the women. Ten to fifteen per cent of students are enrolled in the Division of Science. This is not a typical institution, but the composition of the student body is probably similar to that of most public Midwestern institutions.

While the children of professional men on the average make better grades than the children of nonprofessional men, the number of the latter is three times that of the former. As a result of this large predominance of numbers, the majority of our best students come from the families of nonprofessional men.

### *Education of Fathers and Mothers*

A study was made of the educational status of the parents of students entering directly from high school, in the fall of 1942. The data available covered the education of 1,642 fathers and 1,646 mothers as reported by the students on their matriculation cards. While this information was not given in a few cases, the reports seemed to be definite and fairly accurate.

**THE EDUCATION OF FATHERS AND MOTHERS OF STUDENTS ENTERING DIRECTLY FROM  
HIGH SCHOOL, IN FALL, 1942**

	Fathers	Mothers
	<i>Percentage</i>	<i>Percentage</i>
4th grade or less . . . . .	0.730	0.426
5th, 6th or 7th grade completed . . . . .	2.740	1.154
8th grade completed . . . . .	19.350	15.600
Total 8th grade or less . . . . .	22.820	17.180
Some high school . . . . .	13.94	12.45
High school graduates . . . . .	20.95	28.30
Total high school graduates or some high school	34.89	40.75
1 to 3 years college . . . . .	17.03	26.93
College graduates . . . . .	15.90	14.60
Ph.D. or 1 or more years graduate work . . . . .	9.31	0.79
Total degrees or some college . . . . .	42.24	42.32

Approximately 20 per cent of the parents have not gone beyond the 8th grade,  
38 per cent were high school graduates or had completed 1 to 3 years  
of high school,  
42 per cent completed from 1 to 8 or 9 years college.

*One Reason for the Increase in College Enrollment*

The American people desire an education for their children as good or better than their own. As the educational level of our people rises, college enrollment increases.

The table on page 182 shows, first, that the education of the people of Iowa has advanced; second, that the large majority of our students, 75 to 80 per cent, come from parents who are high school graduates or who have attended college. As the proportion of our population who are college graduates, who have attended college, or who have graduated from high school increases, college enrollment will increase.

*High School Grades and Success in College*

In any institution where all high school graduates are accepted regardless of grades, many enter who have but slight chance of graduation. Also, here as in all colleges, many well prepared students fail to succeed because they do not work.

# EDUCATION COMPLETED BY IOWANS, 1925 AND 1940

	Education of Population 25 Years or Older in 1925	Population in 1925 in Each Degree of Education	Education of Population 25 Years or Older in 1940	Population in 1940 in Each Degree of Education	Students Enter- ing I.S.C. 1942 From Each Group	Entering I.S.C. per 10,000 of Popu- lation From Each Group
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Number</i>
4 years or more college.....	33,855	2.54	61,024	4.15	469	77.0
1-3 years college.....	84,087	6.47	101,440	6.90	385	38.0
High school graduate.....	122,087	9.37	257,551	17.50	400	15.5
1-3 years high school....	135,000	10.40	221,061	15.05	162	7.3
1-8 grades.....	898,000	69.00	801,887	54.50	189	2.4
Unaccounted for..	30,000	2.30	28,000	1.90	.....	.....
Totals.....	1,303,029	.....	1,470,963	.....	.....	.....

It is certainly striking that 469 students came to Iowa State College from 61,024 men and women who were college graduates, while only 189 came from 801,887 of our population who had not gone beyond the eighth grade. The number of college graduates in the country is growing rapidly. This development alone will stimulate college enrollment in America.

In the following table the number of students is given who, in the fall of 1935, entered from each decile of their high school class, the number of each group who were graduated, and the percentage. (The first decile includes the *lowest* 10 per cent.)

Decile of High School Class	Number Admitted	Number Graduated	Percentage Graduated
1 (lowest).....	95	6	6.3
2.....	93	8	8.6
3.....	114	21	18.4
4.....	141	39	27.6
5.....	190	63	33.1
6.....	139	58	41.6
7.....	68	30	44.2
8.....	281	143	50.8
9.....	320	179	56.0
10.....	243	169	69.0

Of those from the lower deciles who graduated, many spent more than four years in residence. Of those in the higher deciles, a considerable number who were not graduated did not fail but transferred to other institutions, largely to secure courses not offered at Iowa State College.

It is evident that any student graduating from high school in the lowest one-third of his class has little chance of graduating from college. Many of those graduating in the lower half of the class would have made a creditable record in a junior college offering terminal vocational courses.

H.

### *Progress of Students*

To say that 40 per cent of the students who enter college are graduated by no means tells the whole story. It was worth while to follow the 1,740 students who entered Iowa State College in the fall of 1935, until they left college. The following table gives the results of the study.

## PROGRESS IN COLLEGE

Of 1,740 students entering Iowa State College, September, 1935, 750 were graduated with averages as follows:

75 averaged 3.120 to 3.875	75 averaged 2.310 to 2.425
75    "      2.860 to 3.118	75    "      2.200 to 2.310
75    "      2.675 to 2.860	75    "      2.108 to 2.200
75    "      2.525 to 2.674	75    "      2.040 to 2.107
75    "      2.425 to 2.525	75    "      1.650 to 2.040

(For the past 5 or 10 years no one has been graduated with an average below 2.000.)

Of the 1,740 students, 990 failed to graduate, as follows:

	Withdrew	High School Record Unpromising	College Averages and School Aptitudes Indicate Probably Able To Graduate	College Grades Above 2.00
1st quarter . . . . .	191	161	19	11
2nd quarter . . . . .	113	75	17	21
3rd quarter . . . . .	223	108	45	70
During 1st year . . . . .	527	344	81	102
1st quarter . . . . .	95	46	14	35
2nd quarter . . . . .	55	30	11	14
3rd quarter . . . . .	105	41	23	41
During 2nd year . . . . .	255	117	48	90
1st quarter . . . . .	76	32	15	29
2nd quarter . . . . .	49	21	10	18
3rd quarter . . . . .	49	13	14	22
During 3rd year . . . . .	174	66	39	69
1st quarter . . . . .	2	2	.....	.....
2nd quarter . . . . .	5	2	.....	3
3rd quarter . . . . .	15	10	3	2
During 4th year . . . . .	22	14	3	5
1st quarter . . . . .	7	5	2	.....
2nd quarter . . . . .	2	2	.....	.....
3rd quarter . . . . .	3	3	.....	.....
During 5th year . . . . .	12	10	2	.....
TOTALS . . . . .	990	551	173	266

Of the 225 students graduating from college with averages below 2.20, 111 had been regarded as quite promising on the basis of high school grades; 71 had had fair high school records; 43 had made poor records.

Thus if the 594 least promising ( $551 + 43$ ) had been excluded, we would have denied admission to 43 who did graduate and to 551 who dropped out.

Of these 594, or 34 per cent, who were certainly poorly prepared for a four year course, many could have made creditable records in a junior college offering terminal vocational courses. The first two years of work in a technological institution are very largely made up of basic courses preliminary to professional work; courses in mathematics, chemistry, physics, zoology, and botany are difficult for, and of slight use to, the students who drop out. A junior college course could be more useful.

The free public junior college offering suitable terminal vocational courses will some day fill a needed place in our educational system.

It seems possible that a more effective counselling system might have saved for graduation at least part of the 173 apparently capable students who failed to make a 2.00 average.

About 15 per cent, or 266, of those who entered withdrew of their own accord with averages above 2.00. Many transferred to other institutions. Many of the latter entered Iowa State College with that in view; as for example, students completing three years and transferring to law and medical schools.

Some interesting conclusions resulted from my extended study of the records of many classes.

The scholastic aptitude test, on the whole, checked rather closely with the high school average as a guide to the student's college record. But neither predicted closely what the individual student would do since so much depends upon application.

One surprising conclusion was that the average of the first quarter's work indicated in a very large majority of cases the academic level the student would maintain throughout college. The idea that the first quarter's grades will be low, due to change of environment, change of study habits and new teachers, and



that grades will rise as time passes is wrong. With some exceptions, the first term's average is a good indication of what the average for the four years will be.

H.

### *Failure of Able Students*

Whatever can be said about our accepted tests for high scholastic ability, it is hard to see how anyone can make a really high rating who is lacking in such ability. In the fall of 1947, I decided to interview those entering students who ranked among the highest 10 per cent in scholastic aptitude, and to challenge them to do their best. I called to my office the 240 students ranking in the highest 10 per cent, from 91 to 100 (based on the 1945 edition of the American Council on Education Psychological Examination, by Thurstone and Thurstone). Most of them came in singly, the rest in small groups. After a few minutes' conversation, I told each student three things:

1. He ranked among the highest 10 per cent of the 2,400 who had entered in September. He had inherited from his parents excellent brains.
2. If he would work hard in college he would make high grades and rank near the top of his class.
3. If he would work hard at his profession after graduation, he would rank high in it and earn a generous income. Those at the top in all occupations at fifty years of age were able men and women who had worked hard. No considerable success could come in competition with such men without hard work.

Certainly all of these young people had the ability to make a *B* average. However, at the end of the first quarter, only 101, or 42 per cent, averaged *B*, or 3.0 or better; 103, or 43 per cent, averaged between *C* and *B*; while 36, or 15 per cent, averaged below *C*.

At the close of the second quarter, 17 students who ranked *B* or better the first quarter fell below *B*, while 11 students who

were below *B* the first quarter rose above *B*. Slightly less than 40 per cent made a *B* average the second quarter.

While only 101 of the 240 ablest 10 per cent averaged *B* the first quarter, 94 of the remaining 2,160 in the entering group, ranking lower in ability, also made a *B* average.

It is a great reflection on the college that only 40 per cent of the most brilliant young people who entered did superior work in college. I was not able to follow this through. It seems probable that if these students had been in close contact with able instructors in fields in which they were interested, they would have done better; however, their ambition, determination to work and love of learning are pretty well set at seventeen or eighteen years of age. These qualities, rather than brilliance of mind, determine their accomplishment, both in college and in after life.

H.

*Upper Class Students Who Make Low Grades*

This really is a registrar's job, but almost no registrars have interested themselves in it. A large number of students often survive the freshman year by only a narrow margin and come back as second year students with a grade average below 2.0. Although their average is near 2.0, unless they are carefully watched they may survive two or three years without reaching a general average of 2.0. The only way they can raise their average to 2.0 is to make sufficient *B* or *A* grades, or to repeat courses in which they have made *D* grades, and raise them to *C* or better. Such students are reluctant to repeat courses and are usually unable to make *A* or *B* grades.

When sufficiently rigid probationary rules are enacted and enforced, of course these students raise their grades or are dropped. However, a survey and report on all students above their first year who have an average below 2.0 will usually be enlightening.

This again raises the question of the status of a registrar. If he makes such a report on his own initiative and presents it

to the president or deans and nothing is done about it, he will not get up another such report. Often the president is not interested or does not have the time to pursue these matters. If there are several colleges, it is quite certain that the several deans will not act alike on such a report. The registrar himself should have the authority to enforce action, or he should work with some over-all officer who has. There is certainly no advantage to anyone in retaining a student three or four years who never raises his average to 2.0 and who never attains graduation. I am sorry to say that I found such cases during my own administration both at Miami and Iowa State College. Recently at Iowa State the rules relative to students on probation have been so strengthened that I believe such cases are now impossible. However, students who either cannot or will not raise their grades definitely above 2.0 are difficult to handle and need to be persistently watched.

H.

*What Proportion of Students Work up to Their Ability?*

While of course all students cannot make high grades, we can expect each student to make grades according to his ability. The question is to gauge his ability and to know what grade is reasonable to expect.

The proportion of students in a college, or in a fraternity, who are working up to their ability is our best criterion for judging the quality of the teaching in a college, or the standards of scholarship in a fraternity.

Each entering student presents two measures of his ability:

(1) His high school average, and (2) his scholastic aptitude rating. I have made several charts for all students entering Iowa State College in September, 1948, and September, 1949, covering the work of several terms. In these charts high school averages are tabulated horizontally in five groups, from 3.50-4.00 at the left to below 2.00 at the right. Scholastic aptitude is tabulated

vertically in ten groups from 90 to 100 at the top to 1 to 9 at the bottom. In each of the 50 squares is given:

- the total number in the group
- the number making 2.00 or better and their average
- the number making a high grade
- the number making a grade below 2.00
- the number who have withdrawn

It would seem reasonable to expect any student who really works, and who is suited to the work he is engaged in doing, to make an average approximately equal to the average of the students falling in his bracket in high school average and scholastic aptitude, who are above 2.00.

For example, a student with a high school average of 3.50 to 4.00 and scholastic aptitude of 80 to 89 should make about 2.89. A student with high school average of 2.00 to 2.49 and a scholastic aptitude of 40 to 49 should make about 2.27. (See chart in Appendix.)

At Iowa State College where practically all applicants for admission who have graduated from any four year Iowa high school are accepted, the numbers who fail to make 2.00 and the numbers who drop out include about 60 per cent of all who enter. In other words, the college graduates about 40 per cent of those admitted.

On comparing the averages made by those who are above 2.00 of different classes following in each group, they are found to be quite closely alike. Thus it seems that these averages probably are a function of the high school average and of the scholastic aptitude. If so, any college might find the table given in the Appendix useful for comparison.

Any institution using Hollerith Machines for tabulating grades can, with some labor, prepare similar tables of their own.

These tables seem to afford a useful basis for comparing the scholarship of one fraternity with another, or of any one group with any analogous group. Of course only about 20 per cent of all entering students can measure up to or above the average

rating of their group where only 40 per cent are graduated.

I believe these charts can be used by any college with large advantage in promoting good scholarship.

If two or more colleges determined the proportion of their students working up to or above their expected average, the one making highest would certainly be doing the best teaching.

### *Fraternities*

Men's and women's fraternities loom large on the campuses of our land. The simple and democratic type of organization which prevailed in the last century has been superseded by grand organizations with considerable staffs to supervise and direct the individual chapters. The memberships in these chapters, scattered over the country, now run from forty to as many as two hundred persons. With the growth of chapters and increased membership, the housing problem has arisen on every campus. "Fraternity row" is a feature of many college towns; and with the high cost of housing, the college is brought in to help finance and control building. Through the help of the college, better terms can be secured from banks and contracting concerns.

When this is accomplished, the chapter agrees to pay, through a long-time lease, enough to meet interest and amortization charges; failure to pay or to continue the chapter results in loss to the fraternity. In fact, the college comes to look upon the arrangement for housing chapters as a dormitory question. The financing, building and planning are no longer controlled by the chapter, but pass into the hands of the institution. There is much to be said for the college method of constructing fraternity houses, but it does reduce initiative and responsibility on the part of the fraternity. So it is true that today chapters are being regimented by their own organizations and by the colleges where they are located. As a matter of fact, the members of fraternities are tenants on a long lease basis in houses which may become obsolete before the long amortization process is completed.

The election of a Negro boy to the membership of Amherst's Phi Psi chapter raised a tempest in the tub where the fraternity's

soiled linen was washed, in the seclusion of the fraternal cellar. The story was about a year old when Mr. A. S. Romer presented the case in the June, 1949, *Atlantic Magazine*. Mr. Romer was the president of the chapter house co-operative and thus was brought into the trouble area. The account is clearly stated and covers questions likely to be raised more and more often as time goes on. Mr. Romer's article then comes to be something of an historical document to be read carefully by persons interested in the welfare of college fraternities. The focal point in this case is the composition of the national board and the attitude it took on the admission of Tom Gibbs to the Amherst chapter.

To those concerned with the subject, it is a sad fact that the management of national fraternities has passed into the hands of professional officers and the joiner type of alumni, excluding the undergraduate from the management of the fraternity grand chapter. It is true that the undergraduate local chapters send a delegate or two to the national conventions, which meet in some big resort hotel. The business is under close supervision, but the undergraduates are granted an occasional peep into what goes on. It is a far cry from the earlier days of the national fraternity to the present expensive organization with its several paid officers housed in some big city. Today these officers have paid secretaries, field agents and editors to be compensated by the fees charged against each initiate and chapter. These fees, including local charges, amount to \$75 to \$150 for each new member. In addition, there are house dues and living expenses to be taken care of. So residence in a fraternity house is nearly as costly as that of a city club.

The dean of men at the University of Kentucky was vigorously declared a dictator by the editor of the college paper for interfering in a fraternity matter. The case was one of discipline. The editor declared that students should be treated as adults and allowed to solve their own problems. This is good sense as far as it goes, but it rests upon the proposition that students will take the responsibility and do something when matters go wrong. In this case, the editor felt that the Inter-Fraternity Council should be entrusted with the problem. In institutions

where there are more than half a dozen chapters, such a council is certain to exist; but it is my observation that the activities are limited to making rules for rushing and plans for holding the annual dinner, where good fellowship is emphasized. The fact is that the council is composed of representatives of competing chapters who shy away from any controversy that is likely to raise dissension.

In all of this confusion of fraternity comradeship, college rules, student morale, and leadership, there is a challenge. A union of minds, student and faculty, is a real need always; but underneath the problem there should be a foundation of genuine student responsibility that does not rest upon conferences between groups. The fraternity chapter should understand the purpose of a college so that publicity about fraternity doings and the competition between them would be subordinated to educational objectives.

How can higher morale and better student understanding of the college purpose be gained and, once gained, be maintained through the years? The answer involves much preaching of a high order, contacts with parents, conferences with alumni, and close association with student groups. This means hard work on the part of president, deans, and leading members of the faculty, and an understanding of the importance of bringing the fraternities and the college into an attitude of mutual confidence.

M.

### *Fraternities*

When I left Miami, my relations with the fraternities was bad. They acknowledged that the university, as the mother of fraternities, stood for scholarship. Yet the fraternities ranked low in scholarship. So far as I could learn, they cared nothing about their scholarship standing so long as it was high enough to permit their members to remain in college. They recognized only secondary loyalty to the college; their first allegiance was to their fraternity.

When I came to Iowa State College where thirty fraternities flourished, I knew I must do something to establish a sound working relationship between myself and the chapters. In thinking this over, I decided that my aim and that of the fraternity members were the same. I wanted their houses to be well regarded in the community and therefore to be free from all improper conduct. So did they. This was my basic platform.

I invited the presidents of the thirty fraternities to be my guests at dinner once each quarter. We had a good dinner together, and afterward I spoke to them for fifteen to twenty minutes, discussing everything I had on my mind regarding the fraternities and fraternity and college relations. I then asked for questions or suggestions for the betterment of the fraternity system. All questions were answered and suggestions were discussed. We usually adjourned at eight o'clock, after a two hour session. I personally paid for the dinner and felt it was well worth the price. Three or four staff members were asked to attend, and they contributed to the discussions. Practically all of the students whom I invited came. These meetings put a stop to rumors of antagonism between the administration and the fraternities. We came to trust each other. My relations with the fraternities were good.

Two definite advances were made through these meetings: (1) The Inter-Fraternity Council was made up of members elected by each fraternity. It really had no authority. We argued that this body should have authority and should have certain responsibilities. It was finally changed so that the presidents of the chapters became the members of the Inter-Fraternity Council. (2) A rule was unanimously adopted, at my suggestion, by which any fraternity member was to be warned if his average for a quarter fell below 2.0, the requirement for graduation. If his average was not above 2.0 the following quarter, he was required to move out of the fraternity house. As a result of this rule, it was necessary to remove only four or five men a quarter from the thirty houses. Unfortunately, the rule was dropped of necessity in the hard times of 1932 and not reinstated.



It is always offensive to an administrative officer for fraternities claiming great social prestige to be deficient in scholarship. This rule immediately corrected that condition.

As discussed in the Appendix, it is possible to prepare a table based on the data provided by an entering class which will show what college average each student can reasonably be expected to make if his high school average and scholastic aptitude are known. If the fraternities were encouraged to see that every member made a reasonable average, it would put a specific goal before each man, which with proper faculty encouragement would result in a considerable advance in scholarship over a period of years. There would be a great advantage in working with comparatively small groups and having student co-operation in realizing this objective.

I do not regard as sound, movements to remove fraternities from any campus where they are entrenched. The fraternities make a real contribution to the lives of their members. In my opinion, we should, so far as possible, build up a somewhat similar life in college dormitories, embodying the most valuable features of the fraternities, and so make membership in them less of a class line than it now is. We should make dormitory life so attractive that many men will prefer it to life in a fraternity house. I believe this can be done and without very large cost.

H.

#### *Organization of Non-Fraternity Men and Women*

It is most desirable to have the non-fraternity men and women so organized that it will be possible for them to enjoy social affairs and athletic competition under their own power. The type of organization developed at Iowa State College came from Purdue University.

A New York alumnus wrote me a severe letter about our very poor showing in football and advised us to find out how Purdue had developed her strong teams. Our director of athletics was sent

to Purdue; upon his return, he reported that the only new thing to be found there was that non-fraternity men were organized in wards, on a geographical basis, for athletic competition.

At that time our social director was Mrs. Iza Merchant, a very clever person, popular with the students. On talking over the ward system with her, she suggested that this form of organization could be very useful for social purposes. Mrs. Merchant and the intramural director, Professor Harry J. Schmidt, studying the rooming situation, worked out a division of the town into twelve or fifteen areas, each including about sixty men. Each area or ward, was designated by a Greek letter, e.g., "Alpha Ward."

This type of organization proved to be popular and is still working after eighteen years. There are now thirteen wards in the residence area, exclusive of men living in dormitories and fraternities, each having at least 100 men residing within its boundaries. All men are invited to join, and a large percentage do so. The business of each ward group is handled in meetings conducted by elected officers, a faculty man serving as adviser only. In semi-monthly meetings, a complete program of social affairs and athletic contests is arranged. All social activities, including dances, parties and picnics are under the social director. Athletic events, including touch football, basketball, softball, tennis and horseshoes are under the intramural director.

The meetings and athletic events are open to all. Admission to the social events is by a ward ticket costing one dollar for the entire year. This fee, which is the only assessment made, is used to defray necessary expenses.

The organization affords many of the advantages offered by the fraternities at a slight cost. Many ward leaders develop great expertness in securing co-operation and group solidarity. We regard this system as an important part of our student organization. The 2,233 men and women in our dormitories are organized into twenty-eight houses, each with a set of officers. The officers of each house organize the social and athletic life of the members and so contribute much to their college life.

H.

*Auditing Student Activity Accounts*

In 1912 the accounts of the college paper, the *Miami Student*, were in terrible shape, and the matter was brought to my attention. I asked the business manager, Wallace P. Roudebush, to look into the matter. He reported that no proper accounts had been kept, checks had not been cashed and that it was impossible to balance the books. Mr. Roudebush and I decided that all student activity accounts must be audited monthly. We concluded that most of the managers of student enterprises were wholly ignorant of business methods. We decided that a competent and sympathetic auditor could educate managers of student activities in business methods, as well as keep the records straight.

Mr. Roudebush set up a form of report suitable for all activities and had a quantity printed. He selected a graduate who was agreeable and competent, and we required all student managers to report to her monthly. We also required all managers to deposit receipts with the college treasurer, who deposited them in a common student activity account in the bank.

This idea was so well accepted by the students and proved so satisfactory that we determined to bring the fraternity and sorority managers under the same system. We found that again and again an incompetent fraternity business manager would neglect his collections and run the chapter heavily and needlessly in debt. His successor would be greatly discouraged by the condition things were in, and it often took the fraternity several years to wipe out the deficit.

While some fraternities resented our new ruling, it was put into full operation. At once current deficits ceased, and soon all shortages were wiped out. The result was greatly to the advantage of the fraternities. A small percentage of the gross receipts of each organization was charged, and this covered the expense of auditing.

Upon going to Iowa State College in 1927, I found that not all student activities were under audit. Soon we had all general student activities audited. Some fraternities accepted the audit; others did not. It remained optional with them. I am of the opinion that Miami was the first institution to require the

monthly audit of student activities. Today, it is a common practice. This audit has eliminated graft of every kind from student organizations.

For the year ending June 3, 1948, at Iowa State, 251 student organizations took in \$468,793.03 and spent \$449,772.66. Their total accumulated balances were \$122,135.89. These 251 organizations reported above were exclusive of intercollegiate athletics, fraternities and sororities.

H.

### *YMCA and YWCA*

The Christian associations, generally speaking, do not occupy as strong a position in our colleges and universities now as they did twenty-five or fifty years ago. This is probably due to an increase in the number of student activities, the dominance of science and a decline in religion. I dislike to admit the latter; but a recent reading of Dr. Bernard J. Bell's book *Crisis in Education* forces me to make the statement. By the way, it will pay any college president to read that book.

Because religion is not as significant in the lives of many students as formerly, a strong maintenance of the Christian associations fully repays the cost in time and money; that is, if able and suitable secretaries are employed. I have had the good fortune to work with unusually fine secretaries, for both the men and women, who have done valuable work among a large number of the students.

Today, the churches are far more active in student work than formerly. At Iowa State, ten churches have well organized student projects with excellent work centers and capable people in charge. Five other churches have less formally organized work for students. Many students are interested in these church centers. I believe these church student centers have been in no small degree inspired by the work of the Christian associations.

Dr. Bell's severe indictment of the universities for their indifference to religion and religious and philosophical instruction has justification, but I believe he is too severe. For one thing, it is

extremely difficult to find an able and inspiring professor of philosophy. I contend that a good teacher is himself an interesting person and can interest his students in his subject. It appears to me that philosophy today is following Greek and Latin into the realm of discarded subjects because of a lack of competent, enthusiastic teachers with fine personalities. Latin was extremely difficult for me, but I had the good fortune to study for two years under a great Latin teacher, Professor W. A. Merrill, later of the University of Indiana and the University of California. He interested me greatly in Cicero and Horace and their writings. I worked hard and gained as much from his courses as from any other in my experience.

It is certainly true that a young man leaving college without the love of God and the strength coming from that source can never serve mankind as well or as ably as he could otherwise. The young man depending on himself and his own abilities will almost certainly be selfish and self-seeking. To graduate men without doing everything possible to bring them near to God is heedlessly throwing away at least a quarter of the potential power of our graduates. The YMCA and the YWCA cannot handle this problem alone, but they are of great help. Their services are worth much more than they cost.

H.

*The Ship Is Greater Than the Crew*

In one of his stories, Kipling has made the apt remark, "The Ship is greater than the Crew." While this statement referred to the business of navigating a great vessel, it may be applied to some of the problems that arise in college life.

Much emphasis has been placed upon freedom of expression through speech, the written word, and printed material, for students as well as for faculty members. But all things are relative; discretion and good sense must be exercised in using such a valuable and highly prized right as the freedom of speech. Most faculty members know this, but it is by no means understood by students who manage, edit and write for the college newspapers, and periodicals. They resent any restriction being placed upon

their publications, not realizing what harm can be done by a chance remark or a paragraph heavily laden with cynicism. We have here a difficult and serious problem.

Every college president has been faced with such a situation many times during his administrative service. The defense is that the offending statement did not express the opinion of the college authorities or the judgment of the president and his associates. Nonetheless, the public fails to make the distinction, and there follows criticism and even condemnation of the college as a bad influence upon youth. Even so, restriction of publication and censorship of articles or news are resented by the students. Freedom of the press carries with it responsibility; the failure to recognize that fundamental principle causes many anxious hours for college officers.

The notion that an individual may say what he pleases prevails in many circles; but when certain ideas, comments, and statements are put into print, they have a wide circulation that goes beyond the individual and concerns an institution and its welfare. Hence the value of Kipling's Scotch engineer's remark, "The Ship is greater than the Crew."

These words contain a wisdom which students should understand and heed. Something can be done to secure such an objective through conference with student editors and managers. In these meetings, frankness and an honest discussion of the problem must be the determined procedure, with the idea that censorship and restriction are not the best methods to be followed. The young people must be made to realize that the reputation of the college is in the hands of the student editors and writers who use the college publications as a means of expressing themselves.

The opposite method of dealing with the problem is to give full swing to all and sundry who have anything to do with the college publications, letting the chips fall where they may. Sooner or later, however, an incident will arise that will be serious enough to require administrative inquiry, and the whole matter must be faced again. Hence, the importance of bearing down hard on the maxim, "The Ship is greater than the Crew."

M.

*Student Publications and Faculty Control*

The student publications at Iowa State College include a daily, an annual, and about a dozen other publications. Each of these can give valuable training to students, but they can also give administrative officers, especially the president, a lot of trouble. It has always been distasteful to me to censor any publication. I would not do it myself, and I could not ask anyone else to do what I would not do. However, each year I called in the chairman of our student publication committee and told him that I was holding him responsible for the election of able, sensible and dependable men and women as editors. This was done; and while, of course, much was printed that I thought foolish, nothing really embarrassing to the college appeared in our student publications.

I said that these publications were to a large extent similar to house publications of business concerns; therefore, they should be loyal to the college. I also pointed out that in addition to our students there were other readers all over the country. Hence any article should be understandable beyond the campus. A conscientious student editor with common sense will not allow objectionable material to appear in a college publication. A college or university in the United States should be a democratic institution; censorship is not compatible with democracy.

At Miami, a professor of English was always made chairman of the committee on student publications. At Iowa State College, the head of the Department of Technical Journalism was appointed chairman. We were extremely fortunate at both institutions in having unusually fine men in these posts, men of sound ideals who got along admirably with students.

I believe the selection of the editors of student publications is a matter of great importance; the faculty person in charge should be certain that reliable students hold such offices.

At Iowa State College this was accomplished by a careful discussion of all candidates for the editorship by those most interested in the publication. Another method that might be used would be to submit the list of candidates for editor for approval of the chairman of the student publication committee; he would be

given the authority to strike the name of any irresponsible student from the list. Certainly, the administration is entitled to positive assurance that the editors of student publications are trustworthy men and women with a high sense of responsibility.

H.

### *Transfer Students*

At Miami we had for a time considerable trouble with college tramps—that is, students who enjoyed college life but had no desire to work. They would enter a college somewhere and remain as long as they could. When refused readmission there, they would transfer to another institution. Some such came to Miami University.

I learned that Ohio State University refused to accept a transfer student who had not made an average of *C* at the college from which he was transferring. The adoption of this regulation by Miami relieved us of nearly all undesirable transfers.

At Iowa State College, nonresident transfer students with less than a *C* average are excluded. Residents of Iowa are accepted regardless of grades, but extremely few who enter with less than a *C* average make good. However, we received many of our very best students by transfer. This should be expected since many students having completed one or two years elsewhere would come to Iowa State for agriculture, engineering, home economics, science, or veterinary medicine. Usually they had special interests in those fields which brought them to Iowa State. Transfer students are, on the whole, desirable. After some experience at one college, they have selected another institution as better adapted to their needs. A large majority do excellent work.

H.

### *Securing Positions for Graduates*

Today, practically every college endeavors to prepare its graduates for some field of work. Most colleges and universities



try to find positions for all or part of the graduating class. A certain number will continue to study for the ministry, medicine or law. Others will seek fellowships or assistantships in graduate schools or in a college of business and commerce. For all of these, the prime requisite is a high quality of scholarship; poor students are not desired, nor will they be admitted to such fields.

In engineering, agriculture, home economics, medicine, law, the ministry, business and commerce, music, art, forestry, architecture and other specialties in which a baccalaureate degree is to be earned, the majority of students need help in securing employment. Corporations and other employers need assistance in finding men and women of the type they require. Every college should have an employment or personnel department to act as intermediary for its graduates.

The graduates in some fields are in great demand, while those trained in other departments are often difficult to place. Admission to courses or colleges where placement is difficult should be limited. It is inexcusable for a college to urge a man to take some course of study which after it is completed affords no opening in which he can work.

If a college builds up a reputation for thoroughness and for graduating men capable of doing the work for which they are trained, the employment demand will usually absorb the supply. If graduates in a certain field find it difficult to secure jobs, the standards for admission to those schools should be raised sufficiently to cut enrollment to such numbers as can be placed. On the same basis, medical schools could well afford to admit more students, if necessary, by lowering the standards of admission, in order to answer the insistent call for doctors.

Usually the great pressure of numbers at the opening of the college year makes it difficult to identify those who have no serious objective in going to college and who will end in being unprepared for anything. If the purpose of each entrant were inquired into by a skillful man, or by several if the numbers are great, it might be possible to pass on those with purpose and objective and deflect doubtful ones into a channel where they could be more carefully studied. Much effort would be saved if unmotivated

students were given a vocational aptitude test and expert counseling before admittance. Some should not be admitted at all; others would enter with a new sense of responsibility and an idea of the necessity for making good. A careful perusal with the student of his high school record in relation to his college work could be made valuable. A close follow-up of such students after admission would soon separate the ones who could and should continue from those who should be dropped.

At Iowa State College only about 40 per cent of those who enter graduate. But practically all who are graduated obtain employment. Of course, too many unprepared students are admitted under the rules of the state board of education. However, it is far better to graduate only 40 per cent of the students to serve in the field of their preparation than to graduate unqualified students.

H.

### *Student Activity Tickets*

The inclusion in the college fee of the price of a student activity ticket which pays for admission to all games, for the college paper, lectures, musical and other entertainments is certainly an advanced step. Otherwise, many poor students would miss valuable phases of college life. Everyone buys these tickets so the price of each item is low and all inclusive college enterprises are adequately financed.

I can see no serious argument against the inclusion of the student activity ticket in the college fee. I believe it is a definite advance toward a democratic college life.

H.

### *Scholarships and Grants-in-Aid*

Dr. Donald Cowling, president of Carleton College made a valuable distinction between scholarships and grants-in-aid. Scholarships were won by a brilliant scholastic record either in secondary school or in college. Grants-in-aid were sums given to

needy students to enable them to stay in college; this aid covered part or all of the tuition charge.

In earlier years, I strongly favored loan funds and regarded scholarships as luxuries. Now, while I think highly of loan funds, I believe scholarships are desirable for recruiting able students. Grants-in-aid make it possible for many poor but worthy students to get an education. These students otherwise could not enter and profit from a college course.

The brilliant record of many Harvard graduates must be due in part to the large number of generous scholarships available. The high record of DePauw graduates is undoubtedly due to a large scholarship endowment. Of late, I have been interested in securing as many, brilliant, hard-working students as possible. Scholarships, I believe, are the greatest inducement that can be offered. One able student is worth at least ten mediocre ones.

No nobler memorial can be established than an endowment of \$15,000 or \$30,000 for a scholarship of respectively \$500 and \$1,000, to be won through high achievement. I am inclined to believe that better results could be secured if competition were limited to students meeting a high scholastic aptitude test. Thus hard working students of mediocre native ability would be ruled out. Such scholarships should bring to a college high grade students.

H.

### *Student Loan Funds*

I first encountered loan funds through my predecessor at Miami, Dr. Guy Potter Benton. During his term of office Miami had no such funds, and Dr. Benton loaned his own money to needy students and endorsed their notes at the bank. He sustained no losses.

Since I could not loan out my own money, I began in a small way to endorse students' notes at the bank. I also proceeded to raise some loan funds. My first success in securing gifts, in 1912, came in the form of \$5,000 from Mr. J. R. Patterson, an alumnus and trustee of generous disposition. This sum was deposited with

the irreducible debt of Ohio, at 6 per cent, and the interest only was to be used. The "Patterson Loan" has aided many students. The principal is intact and the accumulated interest now amounts to \$11,000. This, of course, draws interest; deducting all losses, the original \$5,000 with all interest now amounts to more than \$16,000.

We also called on the alumni for small annual contributions which yielded less than \$5,000 the first year, but now totals more than \$17,000 per annum. At first most of this fund was used for loans. Gradually from this source and through special gifts, adequate loan funds have been built up.

At first I handled all the loans. Unfortunately some bad ones were made and I was consoled only when I learned that over a million dollars loaned to students by a national church organization had been lost. Our rules for loans were made more stringent, and the losses decreased.

At Iowa State College, in 1927, I found a considerable loan fund had been raised and administered by Maria Roberts, dean of the junior college. This money was being very carefully handled with practically no losses. No student was loaned more than \$200 a year. No one below the Junior class was eligible for a loan and only juniors and seniors with an average above 2.1. Furthermore, all students borrowing money were required to insure their lives and to deposit the policy as security. At present, lower classmen whose averages are above *B* may borrow where the need is great. In recent years, Mrs. Margaret Lange handled the loan funds. She made as good a record as Dean Roberts in collections—there were practically no losses.

Some years ago, Mrs. Lange proposed a revolving fund using college money for making loans for less than three months. Students earning their way or students lacking funds at the opening of the term were allowed to borrow from this fund a sufficient amount to pay their fees, provided Mrs. Lange was satisfied they would be able to repay the loan before the end of the quarter. The fund loans from \$15,000 to \$20,000 a quarter and makes possible the payment to the college treasurer of all fees at the beginning of each term. All student shortages are carried as loans on notes

held by the loan fund. Practically all notes accepted by this fund are paid in full with interest during the quarter in which they are made. The smallest interest charged is fifty cents.

Miss Roberts gave students who had repaid their loan in full a certificate which stated that their honesty was established by the way they had handled their debt. These certificates were highly prized. The loans made by Dean Roberts and Mrs. Lange were much more personal than a loan made by the treasurer or by a bank. In every case, the student's grades were examined and considered. His financial resources were inquired into. The possibility of the student's earning part of his expenses was discussed. Each student knew he had been thoroughly investigated, that the loan was found to be necessary and that he had been judged trustworthy. Taking out a loan at the college was an education in business integrity.

Certainly no capable, earnest student should drop out of college for lack of money. There are many jobs about an institution which afford a student the opportunity to earn. Any student can work ten hours a week without detriment to his studies. Some have been known to labor forty hours a week and carry a full academic load successfully. Generally, with as much as twenty hours of labor the class schedule should not exceed twelve hours. However, with some aid from home, a summer vacation job, work during the college year and a loan, any really competent student can get through college.

An adequate college loan fund seems to me to be absolutely necessary. Its administration should invariably be strict.

H.

### *Student Loan Funds and Scholarships*

There is a tendency for students to strive for scholarships rather than borrow. The explanation is simple. A scholarship is an outright gift, while a loan leaves the student at graduation with a debt hanging over him that will take several years to repay. Small loans on short time are made, but general loan funds for

the purpose of helping students through college are no longer an important service.

What is to be done with the accumulated loan funds, which amount to a considerable sum? One method is to reduce them to one-third of the capital sums and invest the rest in new scholarships, payable quarterly. The competition for scholarships has grown in the number of applicants and in the quality of those who seek the appointments. This is all to the good, but where is this demand for help to end? One reason for the increase is to be found in the boosting of tuition fees and the cost of living for college students. As a matter of fact, tuition has gone so high as to create a definite obstacle in education. Few families can pay \$1,500 to \$1,800 for tuition, board and room, through a college year; in addition, what a student can earn at a job during off-hours makes but a small dent in the cost of his education.

The state legislatures are being asked to set up scholarships to help students through college. Congress has before it bills for the same purpose. Private institutions may be permitted to accept students on the principle that the student should be allowed to select his own college. These proposals are the result of the great movement toward free education. They are, in fact, additions to the various social service provisions in the law. But these proposals involve new procedures and techniques in the selection of winners in the competition. How to keep the business of selection from political interference is a problem. The machinery for screening the applicants is complicated and difficult to administer; in addition, the American system of higher education has not yet become stabilized and clearly defined.

Instead of students crowding into the four year colleges, many would be better fitted for valuable work if trained in junior college vocational schools. The universities would then become real professional and graduate institutions. The four year colleges could do what they were expected to do, leaving vocational education to the special schools. When this country reaches such a stage of educational development, the demand for college scholarships may be materially reduced, since many students could then live at home and attend a local institution.

A young man who is something of an athlete can secure a scholarship capable of meeting all his expenses but, in accepting this, he jeopardizes his college work and finds himself at the end of four years looking toward a coaching career or following his game as a professional player. The outcome is by no means satisfactory to the student, nor does it help him obtain a real education.

There are also scholarships offered by industrial concerns in chemistry, physics, geology, commerce and engineering. Most of these are available to sophomores or to upper classmen only, leaving the freshman to get on as best he may.

Many questions are involved in what appears at first a simple matter. To accumulate loan funds is not too difficult; to administer them well requires both judgment and tact. The scholarship problem is not only difficult for the college, but is further complicated by our educational system, i.e., the great number of applicants and the lack of funds to meet their demands. It is wise for the administrator to keep his eye on what is happening in this field.

M.

### *How a Student Can Get off Probation*

In most colleges students with grades below a certain point are placed on probation. At Iowa State College an average of *C* is required for graduation; when any student falls below *C* he is put on probation. How may such a student raise his grade average sufficiently to get off probation?

In only two ways: First, by making *A* and *B* grades. Second, by repeating enough courses in which he had made *D*, *E*, or *F*, to raise his grade to *C* or better.

Generally, a student who drops below a *C* average is not capable of making *A* or *B* grades. The second alternative is usually his only hope.

Since it is much easier to get off probation while the student lacks only a few grade points of a *C* average than it is when he has

accumulated many, it is very important that each student be given wise advice as soon as he goes on probation. Far too often this is not the case, and the student is left to struggle as best he can. At least half of the time he does not make it.

As stated, most students placed on probation are those whose level of scholarship is below *C*. They are not usually capable of making better than *C*. By all means such students should be compelled to repeat enough *D*, *E*, and *F* work to raise their average to *C* at once. They are almost always reluctant to do this, but the logic of their situation certainly points to such a course of action.

Students on probation who have made creditable high school grades and whose scholastic aptitude tests are reasonably good should be able to make *A* or *B* grades in some courses. If the gravity of the situation is made clear to them, and if a careful survey is shown them of the grades they can make the next term in each subject, it might be wise to have them proceed with all second term courses or to repeat only one course.

All probation students are poor risks. They should certainly be encouraged by proper methods to rise above probation promptly. If this is not possible, they should be dropped, both for their own good and for the good of the college.

There are several reasons why students fail to do creditable work:

1. Lack of ability. This is shown by a combination of low high school grades and low rating on scholastic aptitude.
2. Lack of industry. This may be due to indolence or to too much time given to athletics, student activities, or social life.
3. Lack of interest. Every student going on probation should be required to take a vocational interest test to determine, if possible, whether he is taking the right course of study.

Very few students of moderate ability who honestly put in forty-five hours a week in classroom, laboratory, and study fail to make a *C* average.

H.



*Intramural Athletics*

In 1910-11, I had a sabbatical leave. From September to December, I visited colleges and universities in the East, and then spent six weeks in England and Scotland.

Syracuse University had an enrollment of 5,000 students then. There I viewed the first stadium I had ever seen. This immense structure enclosed a beautiful grass playfield. No one was allowed there except for intercollegiate football. On inquiry, I learned that this was the only playfield at Syracuse at that time. I was greatly impressed by the respect shown football.

Later on, at Oxford and Cambridge, I found forty colleges, each with a sizable playfield, each with teams in every sport. While being shown about one day I was surprised to find two college teams playing football in a field without a single spectator and with the gate locked. What a contrast to Syracuse!

When I returned to Miami, one of my first ideas was to organize intramural sports. We had a director of athletics then who entered into the plan enthusiastically. Shortly thereafter, we had tennis and basketball, each organized in a series of leagues, one with first class, one with second class and one with third class players, all below varsity level, and all having great fun.

Ever since then, Miami has maintained a strong intramural organization of sports; it has done much toward developing the manhood on the campus.

Years later, when our medical director, Dr. Wade Macmillan, retired from his executive work, he organized a gymnasium class of students who were definitely below par physically and barred from regular athletics. Although over seventy at that time, he personally led this class awhile. Then, having one or another of the better students take his place, he would walk about giving individual help. He produced some amazing results. Underweight boys gained decidedly; all improved in muscular development, showing decisively what a wise director can do for undeveloped and defective students.

H.

*Intercollegiate Athletics*

I regard intercollegiate athletics as detrimental to the intellectual accomplishment of American colleges and universities. A schedule of eight or nine football games, four or five usually out of town, each taking the team away for two or three days, hours of strenuous practice and night classes, result in making creditable scholarship impossible for almost all of the forty or more players on the squad. Basketball, with the excessive number of games, the high excitement and the great evening audiences of students, while not affecting so many players as football, ranks next in unfavorable results on scholarship.

As gate receipts mount, the increased pressure to win and attract large crowds tends to make college football and basketball professional in spirit, if not in practice. The problem becomes steadily more difficult to solve and more necessary of solution.

Where the president has the courage and the support of his trustees, action similar to that of the University of Chicago is possible; there the university plays with teams in its own class in football. I never had the courage to insist on such a course. No one enjoys being defeated. You want to win half the time if possible; and in that effort, usually one or another safeguard against professionalism or semiprofessionalism is pushed aside.

A football game in the fall of the year is a beautiful and impressive spectacle. If it could be retained at a lower tempo, it would be all to the good. I believe a great step in advance was made when the game was put into the hands of thoroughly competent and courageous officials. Another great advancement was accomplished in the introduction of the student activity ticket as a part of the college fee, admitting every student to all the games. Aside from these two improvements, the conduct of intercollegiate athletics has steadily deteriorated over the past fifty years. One of the evidences of this is the fact that some institutions are now paying their football coach more than their president, thus placing a higher value on his services to the institution.

At Iowa State College, in 1927, I was delighted to find intra-

mural athletics well organized under Professor T. N. Metcalf, then head of physical education. This policy has been well maintained since. From four to six in the afternoon, it is a common sight to observe our athletic fields filled with men, and many games in full swing.

I am disturbed by the great disparity today at Miami and Iowa State College, as well as nearly everywhere else, in the money spent on the major intercollegiate teams compared to that used for intramural sports. Of course, the answer is that most of the money comes from intercollegiate football, so that team must be the best possible to attract the large crowds. However, this does not justify neglect to operate at the highest level intramural athletics and corrective gymnasium work, with an ample number of leaders and adequate equipment. Active sports afford a training in courage, sportsmanship and courtesy invaluable to every man.

I might add that ambitious participation in intramural sports tends strongly to reduce the temptation to dissipation. A good workout also helps to eliminate rough-housing and devilment about a campus. All in all, intramural athletics should be given high ranking in every college and university.

H.

### *Student Health Service*

A student health service is important for two good reasons: While the students are in college we are responsible for their health, and we certainly should recognize and discharge this obligation. A sick student in a dormitory or rooming house is usually neglected and is always a nuisance and may even be a source of contagion. Also, a well run college hospital is generally the first introduction for most students to modern medical practice and care; it can lead them to develop proper ideals and health standards.

A modest hospital service can be set up in a small college at little expense. In Miami, around 1913, we opened two or three rooms as a hospital on the second floor of a girls' dormitory. We employed a good full-time nurse and paid a local doctor \$300 to come on call. These simple services were surprisingly useful.

A few years later, we employed a full-time doctor at a regular salary, an excellent man who was attentive to business and interested in the work. Later we built a small hospital of twenty beds, adding a charge of five dollars a semester to the student's bill for hospital and medical care. Each student was given a thorough physical examination upon admission. Where a doubtful condition was found, a further examination was given later, with repeated examinations when indicated. The fee entitled the student to four days of hospital care and further days at a low cost.

At Iowa State College, I found a sixty-bed hospital fully equipped with four doctors and a staff of nurses and technicians including X-ray, pharmacist, and a dental hygienist. Here, again, a fee of ten dollars a year with some additional hospital charges met all expenses. At the larger institution, with considerable technological work going on, there were more serious accidents; hospital and medical care were invaluable.

While the idea may not be acceptable to the doctors, I am confident that there should be on the medical staff an osteopathic physician to deal with muscular and bone conditions resulting from athletics among 5,000 men and 2,000 women, and a chiropodist to examine and treat defective feet.

None of our physicians attempted surgery. When surgery was indicated, a thoroughly competent surgeon was called in, or the student was sent to a hospital where he might have the best surgical attention.

H.

### *Board and Rooms for Students*

In recent years, a great advance has been made in the matter of providing board and room on the campus for college and university students. The financing of the dormitories and boarding halls and the sound management of both are matters of serious concern.

Different policies can be pursued and defended in charging for board and rooms. Many institutions definitely plan to make a profit on both items, and in some cases it is a considerable one. Other institutions feel that while they certainly must pay all the

expense of operation, at best only a small profit should result. In either case it is essential to know the costs. My experience has been with publicly supported institutions, where the cost must be kept as low as possible.

### *Student Boarding*

Students can be boarded more cheaply where they are served a fixed meal, the cost of which is kept within a certain figure. This plan has a large social advantage as the students enter the dining hall at a definite time and are served simultaneously. Usually they have assigned seats at lunch and dinner, while breakfast is less formal. As those at one table come to know each other well, the social life during mealtime can be quite worth while. Seating arrangements may be changed from time to time advantageously. At Swarthmore, in 1910, I was interested to see three men and three women at each table, where the seating was changed every six weeks.

When meals are served cafeteria style, they invariably cost more, but many idiosyncrasies of individual taste in food are better met in that way.

A policy in regard to cost which I believe to be sound is to aim at a net profit of not less than 5 per cent and not more than 10. No boarding department can be run with no profit and no loss for long, and a small profit must be made as a safety margin. To operate this way, it is essential to know the exact costs.

One of the proper costs is a rental for space used by the boarding department for dining room, kitchen, storage and office. If a separate building houses the boarding department and nothing else, 10 per cent of the cost of the building seems reasonable. If, as is more usual, the boarding department occupies space in one or more dormitories the formula is:

$$\frac{\text{Square feet occupied by boarding department}}{\text{Total square feet of floor space in building}} \times \text{cost of building} \\ = \text{cost of space used by boarding department.}$$

Ten per cent of this cost is a reasonable charge.

The cost of heat is best taken as a fractional part of the cost of heating the building, based on the proportion of square feet

of floor occupied. As both electricity for power and water used is considerable, they may be metered separately, or they may be taken as a proportion of whole cost for dormitory, as in the case of heat.

The cost of board will then be as follows:

Rental of space used in building	_____
Heat, light, power and water	_____
Management and supervision	_____
Replacement of equipment, 15 per cent of total cost	_____
Supplies	_____
Food, net cost delivered to kitchen	_____
Service, labor	_____
Freight and express	_____
Telephones	_____
Total Cost	_____

Total actual cost + 5 per cent	=	charge per boarder
Total number of paid boarders		

Since the charge for board must be fixed at the beginning of a period, this should be figured on a recent past experience, and the price charged should be altered if necessary for the next term, as governed by the experience for the current period.

The only way the food cost can be closely controlled is to compute the cost day by day and to see that it is kept within the allotted figure per paid boarder.

So far as my experience goes, boys eat more than girls, making a differential of fifty cents or one dollar weekly, in favor of girls, reasonable.

### *Dormitories*

In Iowa and in many other states, state institutions of higher learning are authorized to borrow against anticipated net dormitory receipts for the erection of dormitories.

How much indebtedness an institution may incur on this principle is a matter of policy which the trustees should fix. As a rough basis for determining a safe standard for fixing maximum indebtedness, ten times the average net income from

board and rooms for the past five years is suggested. Inasmuch as dormitory occupancy varies more or less with the national prosperity, it is unwise to involve an institution in too much debt. Especially is this true in view of the fact that ultimately all dormitories needed will be erected. There is no sound reason for pushing the erection of dormitories too fast.

Where the law permits and the banks are agreeable, it is much more convenient to borrow on notes from banks. The loans can be paid at varying rates as circumstances dictate and the interest will shift with that prevailing on such loans. The Iowa State Board of Education has followed this plan. In some states bonds are issued and sold; this involves more expense. The interest is fixed throughout the period and often above the rate the banks will charge; the bonds must be taken up each year in fixed amount, no more, no less.

The rate at which the rooms should be rented may be figured in different ways. A fair basis, if it is desired to rent the rooms at as low a rate as possible, would be to charge for the use of the room 3 or 4 per cent of the total cost of all dormitories erected, divided by their normal capacity. This amount should represent the net charge. If we add to the net charge the total actual cost of operation and maintenance per student, we get total rent per student for nine months.

The total cost of operation would include:

Management and supervision	_____
Labor: janitors, maids, etc.	_____
Repairs and painting (1 to 2 per cent of total cost)	_____
Replacement and repairs of equipment	_____
Heat, light and water	_____
Other supplies	_____
Telephones	_____
Freight, express and drayage	_____
Miscellaneous	_____
Total cost of operation	_____

$$\frac{\text{Total cost of operation}}{\text{Normal occupancy}} = \text{cost per student for operation}$$

During 1949-50, it appeared impossible to keep the cost at Iowa State College much below \$120 per occupant for nine months. For 1944-45 and 1945-46, the cost was slightly more than half as much. This cost of operation is largely controlled by three items: (1) Management and supervision, (2) labor — janitors and maids, (3) heat, light and water, all of which may vary widely.

One factor relates to maid service: Will the rooms be cared for by maids — beds made and rooms cleaned — or will this be done by the students occupying the rooms? At Miami University and Iowa State College, the rooms are cared for by the occupants. The bathrooms and corridors are cared for by maids or janitors. Full maid service would probably add \$25 to \$50 per occupant. On the other hand, more supervision than is usually given is needed, if the students are held to a proper care of rooms. A competent man or woman inspecting each room daily would not make a great difference in expense. Such supervision would probably cost \$3 to \$5 a year per student, but would yield large results.

On the above estimate room rent must vary, based on the average cost of dormitories per student, the rate of interest charged on the investment, the service rendered in labor or supervision. On an average cost of \$1,500 per student and 3 per cent interest, \$45 would be collected as interest on the investment. At a minimum upkeep figure of \$60, the rent would be \$105 for nine months. On a cost of \$2,000 and 4 per cent interest, \$80 would be collected as interest. With full maid service to care for rooms, operation would cost between \$85 and \$110, making total rent \$165 to \$190 per year of nine months. At Iowa State College, in 1951-52, a charge of \$150 was the lowest we could afford, with two students in each room.

The average cost of dormitories depends not only on style and accommodations, but upon when the buildings were erected. Iowa State College has ten dormitories for men and women, which accommodate 1,920 students. These were built between 1914 and 1942, at a total figure of \$2,094,500, or at an average cost of \$1,100 per student. By comparison, a dormitory building,



erected in 1950 cost \$3,400 per student, and housed 268 men.

A useful room size is 18 by 10½ feet with the room running 18 feet from the hall to the outside wall. This includes two closets three feet wide on either side of the door and allows ample room for two students to study at the opposite sides of a comfortable table. Two single beds are easily accommodated.

Comfortable dormitories adequately supervised can contribute much to the value of college life. Usually the provision of heat, light and toilet facilities is superior to that in rented rooms in town. If the organization and supervision is adequate and well managed, the association of students in the dormitories and dining halls can be most helpful, especially to the students who come from homes where the amenities of life have been given little attention and the cultivation of good manners has been neglected.

During the years following World War II, the pressure of providing for the veterans led to great overcrowding in dormitories. Certainly in normal times not more than two students should occupy one room.

There is no question but that fraternity houses contribute greatly to the happiness of college life and to the culture of the men living in them. It is reasonable to expect dormitories to contribute nearly as much.

H.

### *Our Leaders*

Probably between 50,000 and 100,000 men and women in the United States control our future, determine our economic condition, our level of living, our destiny!

Of these, the majority are between fifty to sixty-five years of age and probably their average span of vital influence is fifteen years or less. At that rate, the group would change personnel at from 3,350 to 6,700 a year. Perhaps 5,000 would drop out, and 5,000 younger men and women would fill their places

as leaders of the nation. Today, substantially all of these younger leaders are college graduates. We can assume that our colleges and universities confer about 200,000 first degrees a year. If so, 5,000 degrees are conferred upon students who will become national leaders of prime importance, an average of one in every forty who graduate.

As we get into the second half of the century, about 2,950,000 children are entering school at five to seven years of age. About 1,200,000, or slightly more than half who entered, are graduated from high school. There were graduated from college or university four year courses 271,000 in 1947-48.

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	<i>Number</i>		<i>Eventual Leaders</i>
Enter school .....	2,950,000	5,000 .....	1 in 590
Graduate from high school	1,200,000	5,000 .....	1 in 240
Enter college .....	620,000	5,000 .....	1 in 124
Graduate from college ..	270,000	5,000 .....	1 in 54

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Considering that the great majority of high schools have a relatively small enrollment, less than 240, it is evident that the high schools cannot go far in the selection of prospective leaders. Even in the freshman year in college, one leader in 120 is hard to find. However, before the student reaches graduation, it should be possible by assessing scholarship, personality, character, industry and ambition, to approach an estimate.

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A college graduating 50 students might have 1 potential outstanding leader.	
" " " 100 " " " 1 to 2 " " leaders.	
" " " 250 " " " 3 to 5 " " "	
" " " 500 " " " 10 to 12 " " "	
" " " 1,000 " " " 15 to 20 " " "	
" " " 1,500 " " " 20 to 28 " " "	
" " " 2,000 " " " 35 to 40 " " "	

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While colleges cannot prophesy the graduate who will rise to national distinction, they could select a group three to five times as large as the number of their potential leaders and be quite sure it included 90 per cent of such leaders.

The question is — are we doing all we can for these men and women who will later control the destiny of our country? Somewhere between the time they enter college and their graduation day, we should be able to include them in a somewhat larger group which we regard as comprising our most promising students. Some could certainly be recognized while only freshmen. These promising students should receive everything the college or university can give.

In other words, if we would carefully sift out the 5 per cent of best all-round students in a class, beginning with entering freshmen, who had shown real superiority in grades, personality, character, leadership, industry, ambition, or other important qualities, we would find, in the end, about twice as many as we had hoped would achieve distinction. If this most promising 5 per cent were given every useful personal attention we could give them, with skillful teachers in every subject, they would go farther and ultimately serve more generously and more usefully than otherwise.

I would not suggest that we do less for any student than we are now doing, but that the men and women among whom we expect to find the leaders of America should have all that we can give them. That is, they should be in sections under our ablest and most inspiring teachers; they should have our best counselors; they should be followed carefully, and the professor of their major subject should be put in touch with them as soon as they are identified.

It is my experience that persons who are specially gifted are rarely aware of their special gifts. They usually think of themselves as just good, average, or a little above average. Special abilities must be nourished and encouraged. In former years, necessity and poverty stimulated most of the men who became strong leaders and drove them in their youth to make their best endeavor. Today, there is little real poverty and far less necessity. Gifted youngsters must be kept on the track by enthusiasm and encouragement and by opening up the future which may lie before them. Many will not respond to these

approaches. Many will be lost to mediocrity through lack of effort. Strong men and women are needed today as never before! Our colleges and universities are responsible for them during the four years. Are we doing our full duty by them?

H.