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REPORT OF THE UNIVERSITY COUNCIL TO THE FACULTY:
(Tuesday, May 3, 1932, Science 32, 4:00 p.m.)

During this school year the University Council has studied the following subjects:

1. Postgraduate High School Work. Its relation to the work of the University: (a) University credit for work done in high school after graduation; (b) postgraduate work in high school which enables students to take advantage of achievement tests at the time of their admission to the University. These problems were considered important at this time because of the large number of students who return for a fifth year of high school work. It was the general opinion of the Council that high schools be reminded of the achievement tests in foreign language and in English so that they might encourage such students to spend a fifth year in better preparing themselves to pass these tests. This has been done.

2. The Ten Year Program.

This matter has not been reported upon by the committee in charge.

3. The Relations of the North Central Association of Schools and Colleges to the Different Schools of the University. This discussion dealt largely with the accrediting standards by which the Association is guided.

4. Means of Making the Library a More Active and Potent Factor in the Work of the University. Council discussions of this question have dealt largely with conditions in the corridors of the Library.

The treatment of this subject has been left to the Library Committee of the faculty.

5. A Report by Prof. R. E. Lyons on a Meeting of the Presidents of State Universities. This meeting was devoted to a discussion of the effects of the depression upon the work of different state schools.

6. Placement of Students After Graduation. Present methods of aiding students in finding employment were discussed by those most actively engaged in such work. Modifications and extensions of such agencies were also discussed.

7. The following motion was passed by the Council on April 5, 1932: that the University initiate some effort to enlist the support of all state colleges in (1) giving information to the people of the state concerning the work and services of the colleges, and (2) in administering college aptitude tests and in securing other information relative to the probable success of high school graduates in college. This was to be referred to the President and faculty.

8. The following motion was approved and recommended to the faculty on April 5, 1932: that each department (or school) definitely appoint some member or members of its staff as counselor or counselors to consult with students concerning their problems, and that said counselor or counselors announce definite office hours and that students be notified of the opportunity provided for conferences. This motion resulted from one of the discussions on undergraduate standards.

9. Undergraduate Standards. The following phases of this problem

have been discussed.

(a) Admission requirements. Specifically, these questions have been considered: Should the University attempt to exclude any student? Should the present catalogue statement concerning requirements for admission be retained since it is not followed in passing upon qualifications for admission?

(b) An extension of the present placement and achievement tests. This was looked upon with general favor by the Council.

(c) The appointment of a field agent, or field agents, to interview prospective students with a view toward selection and for the purpose of checking upon the success of graduates in their employment in various parts of the State.

(d) The Wisconsin plan which requires a student to have a grade point average of 1.3 in his work for the first two years before admission to Junior standing. If his standing falls between 1.1 and 1.3 his case is decided by a special committee. If it is below 1.1 the student may be granted a certificate entitling him to the rank of Junior Graduate in Liberal Studies. The Council was of the general opinion that our present system accomplished about the same results as the Wisconsin plan.

(e) The supervision of freshman class instruction. It was the general impression that much good might result from more careful supervision of all instruction in freshman classes by heads of departments.

(f) Vocational and Educational Counselors for Students.

(g) Wider interest of students in current social, economic, political, and cultural problems and events.

(h) More frequent reports on standing of students, particularly of freshmen. The suggestion was made that freshman instructors

give an examination at the end of the first four weeks of the semester and that these examination papers should be graded and returned to the student as soon as possible, so that he may discover his standing as early as possible in the semester and before wrong and wasteful habits of work become too firmly fixed. It was suggested that the freshman is not acquainted with how much is expected of him, and that early recognition of the fact that he is not devoting sufficient time to studies, or perhaps is not studying efficiently, might be important in the development of his whole attitude toward college.

(i) More definite objectives for students. Instructors should provide students with definite objectives; the student should know what the instructor expects of him.

(j) An orientation course for freshmen. Such a course might deal with how to study, what the college has to offer, requirements of the different professions, etc.

(k) The adjustment of an instructor to classes of different orders of intelligence. One member of the Council for example has one group with a psychological test average of 63.7 and another of 27. It was suggested that courses given to students of scholastic groups should be conducted by instructors who teach this group or are comparable to it and that students of different groups should not be thrown into the same class.

(l) Improvement in the working and living conditions of students. Participation in too many trivial activities. It was suggested that the University cooperate with the students in bringing about an improvement in the conditions of group life on the campus. The question of the amount of time which a student should spend in earning expenses was also considered. The deans

were asked to supervise such matters very carefully.

(m) Examination and grading procedure: more examinations should be given; a more complete and inclusive final examination; provide proper time for examinations; departmental examinations for large classes; supervision of examinations by deans and heads of departments; more uniformity in grading methods.

(n) Improvement of class schedules; convocation schedule; Saturday A.M. classes; week-end work of the University and absences of students from Bloomington.

(o) Extension of facilities for more complete analysis of psychological test results.

10. The work of the Extension Center at Gary and the Gary Junior College.

With the exception of paragraphs 7 and 8 the above report is offered without recommendations by the Council.

W. L. Bryan, chairman

H. T. Briscoe, secretary.