A questionnaire was sent to about thirty colleges of the Middle West in an effort to find out what is the more common distribution of duties among the various administrative officers, and to find what might be new in college administration.

Ten colleges were visited personally, and in each college one or more of the administrative officers were interviewed. Some of the ten are included in the group of sixteen that made replies to the questionnaire. Twelve of the replies came from private colleges, and the remaining four from teachers colleges.

Because of the fact that the private colleges responded the more frequently this report is directed toward the smaller private, and in some cases Church Related, college. A summation of findings was promised each participating college. The following material constitutes our report.

**WHO RAISES MONEY FOR THE COLLEGE?**

Without exception the President was indicated. In three colleges vice-presidents, and in one case a public relations officer, were mentioned as assisting with the work.

**WHO SELECTS AND EMPLOYS THE TEACHERS?**

Here again the President, in some cases with the assistance of the Dean, and rarely with the cooperation of the Head of the Department, select and employ teachers.

**WHO ASSIGNS DUTIES TO TEACHERS AND HELPS THEM WITH PROBLEMS?**

The Dean was mentioned in twelve cases, and the President in six. There was some evidence that this work was not done as well as it might be. Certainly it would appear logical for the President to mention certain general regulations, the Dean the more general academic procedures, and the Head of the Department to give specific instructions within the department.

**WHO TRIES TO IMPROVE "PUBLIC RELATIONS"?**

Eight Presidents, four Vice-Presidents, three Public Relations officers, and two Deans were mentioned. Here again the President is the officer most vitally concerned, and certainly should have a directing hand.

**WHO SOLICITS STUDENTS?**

There seems to be no commonly practiced way of doing this. The State Supported Institutions seem to feel no particular need to look for students. Some of the private colleges spend a good deal of money and time in trying to sign up more students. An opinion may be ventured that probably solicitation work should be done by those best fitted for it, but the evaluation of credits is a function that requires a fair amount of technical training and should be done by the one ore ones trained for it.

**WHO IS THE ADMISSIONS OFFICER?**

Six registrars are mentioned, five deans, three admissions officers, two vice-presidents, and one committee. Recent articles by authorities indicate that this should be a function of the registrar, who should be trained to evaluate credits from high schools, other colleges, psychological examinations, etc.

**WHO DIRECTS REGISTRATION?**

Nine Deans and nine Registrars were mentioned. Perhaps the two should cooperate in making plans, the Dean being concerned with time and ever-all plans, the Registrar with details of the work with a view to safe-guarding records that might be used and in securing correct preparation of cards and forms.

**WHO HELPS BEGINNING FRESHMEN TO REGISTER?**

Eight Deans were mentioned, seven Registrars, four Committees of selected teachers, one Student Dean, and in three colleges All Teachers. A Dean and a Registrar as well, is too busy to help a Freshman select his courses. Probably the better practice is to have a number of capable teachers do the work. There is some evidence that the help of Freshmen in their first college registration has not be done as well as it should be.
WHO SHOULD COUNSEL FRESHMEN AND SOPHOMORES?

Eight colleges use certain selected teachers, two use all teachers, five leave counseling to the Deans of Men and Women, one mentions the Registrar, another the Student Dean, etc. Altogether there is some difference of opinion and practice, yet the use of certain select teachers seems to be the more common practice.

WHO SHOULD COUNSEL JUNIORS AND SENIORS?

Here the Head of the Department comes into the picture. Certainly the working out of the major or minor or both becomes important, and probably cannot be kept separate from personal problems. The reports indicate that both teachers and students accept the Head of the Department as the better counselor for a Junior or Senior.

WHO SHOULD HAVE CHARGE OF DISCIPLINE?

The Deans of Men and Women are mentioned nine times. Four Presidents are mentioned and four Deans. It would appear logical for the Deans of Men and Women to take a leading part in this, with the help of a discipline committee, and with power to make recommendations to higher administrative officers, who are ultimately responsible for what goes on in a college.

WHO SHOULD SUPERVISE CURRICULUM-IMPROVEMENT?

Ten colleges mention the Dean and ten mention a Committee. Perhaps a combination of the two is desirable.

WHO SHOULD SUPERVISE EXTRA-CURRICULAR ACTIVITIES?

Voting was very scattered. The Dean of Women was mentioned six times, the Dean of Men three times, a Dean of Students three times, and a Personnel Officer once. In reading reports I got the impression that the extra-curricular activities become what the sponsors and the students made them rather than that they fitted into a well worked out developmental program. Apparently no particular administrative officer has exercised active supervision over them, other than to make a place for them.

* * * * * * * * * *

PART TWO  Procedures in College Administration

1. How frequently are grades given to Freshmen?

Two colleges give grades every four weeks, five every six weeks, eight give grades quarterly and at the semester, and three give grades only at the end of the semester.

At the Polytechnic Institute our Freshmen have expressed an appreciation of the practice of giving grades every four weeks, because it helps them to know how well they are succeeding in building themselves up to the college level of performance.

2. Are teachers required to give final examinations?

Twelve of sixteen colleges say YES. Four leave it to the Teacher. The more common practice seems to be to give tests at intervals and give a final examination at the end of the semester.

3. What is done to control overly high or low grading of students by teachers?

Three colleges use a plan of expressing the average grade given by a teacher in index form. Each and every teacher's index is determined, a list made out of all teachers, and a list given to the teachers. Then each teacher is apprised of his own index. In this manner the teacher may note whether he is close to the average for all teachers. The hope arises that the extremist will note the error of his ways, and become extreme next time.

The main difficulty with this plan seems to be that it does not correct grading very much, according to those who were trying it. Most of the colleges admitted to existence of the difficulty but had no cure for it.

4. Do absences affect grades? If so, how?

In nine colleges the teacher uses his own discretion. One college permits three absences to lower the grade if more occur. In another the grade is dropped five points for each absence. In another it is dropped three per cent. In still another there is a loss of honor points.
5. What counts in making up the final grade?

Daily grades count in nine colleges. Tests and final examinations count in thirteen. Two permit each teacher to do as he likes. Certainly tests and final examinations seem to be the common practice, with daily grades entering in slightly more than half of the colleges reporting.

6. Who may do individual counseling?

Nine colleges select certain teachers to do the counseling. Seven have trained counselors. Three use all teachers. Two leave it to the Deans of Men and Women. Two say the Dean does it. The practice of using trained counselors or capable teachers seems the more common. (Note findings in question 7)

7. What per cent of teachers make good counselors?

One college estimated 10%, two 20%, three 33%, five 50%, and one 80%. Counselors are trained only trained counselors and did not express an opinion as to teachers except that the school evidently prefers trained counselors.

8. What is done with students who need counseling but fail to come to the office?

The normal reply was "Send for them." This indicates an advance. Six years ago in a similar survey the normal common idea was that it was up to the student to come to the office. If he didn't, that was his own affair. It is well known that many who need counseling most are the least inclined to seek help.

9. Do you use upper class students to help advise Freshmen?

Seven said no. Three said yes. Three others referred to some kind of dormitory counseling. One teachers college next year will institute a plan almost exactly the same as ours.

10. Who counsel failing students?

The Dean is mentioned ten times. Deans of Students, Trained Counselors, Selected Teachers also are mentioned ten times, the three taken as a group. This also marks an advance, because the practice formerly was for the Dean to do this, and no mention was made of personnel officers.

11. What voice does the Student Council have in Discipline?

Eight colleges report no voice. In a few the Council helps with cases involving property damage, and in one there is some responsibility with reference to certain morality cases, rather immorality cases.

12. What officer prepares the catalog?

Seven colleges say the Dean, three the President, two the Registrar, two have Publicity Men, one allows the Department of English to have considerable say. Surely the Dean is in the best position to collect the data to be included.

13. Who prepares the schedule of classes?

Eleven mention the Dean. Five mention the Registrar. Probably the Dean is best informed and able to do this.

14. What per cent of teachers got grades in on time?

According to the written reports, prepared more frequently by the Dean or President, the percentages given were 75, 75, 80, 85, 90, 90, 95, 95, 99, 99, 100, 100, 100. According to the Registrars with whom I talked every one of them stated that this is a difficulty.

15. What is done with teachers who are tardy with grades?

Here are some of the answers: "Courteous Pressure" "Contacted and Harassed", "We leave late grades out of our tabulations", "Registrar calls teachers", and "Hold up the salary check".

Evidently a problem exists here, one that has not been solved.

16. Does the teacher get the final check of the semester or year only when all grades and reports are submitted? Or is the check given without reference to completion of work?

Six colleges require all reports and grades submitted, five give the check without checking, four say they have had no problem, but the registrar in one of the four says there is a problem.
I wish to thank each participating college for their interest manifested and the time given. Let us hope that there may be a little value to each and every one. I can say positively that there has been much value to us.

It has always seemed to me that there should be in each college a written or printed list of the duties and functions of each administrative officer. I found such lists in only three of the colleges visited. Two of them were teachers colleges. Certainly a printed list would add definiteness and would tend to prevent overlap, as well as to avoid a situation in which something that should be done is nobody’s business. In my visitation I became aware of considerable loss of time in some institutions because two or more administrative officers would get together to decide what to do. Definite placement of responsibility would tend to reduce such an uneconomical procedure.

Organization of office space also was of interest. In the registrar’s office particularly, and in some others likewise, there is need for two somewhat opposite conditions; the registrar sometimes needs privacy for interviews but he also needs to be close to records and assistants in order for all to work efficiently. In the smaller schools I found the registrar’s desk in the same room with his assistants and with the records in index files along the walls. The registrar’s desk was somewhat separate from the desks of the assistants. In larger schools more space and more workers are needed, but even then the assistants are not far away.

"Under whom do you work?" was asked of the registrars in the colleges visited. One registrar stated that when he accepted the office three years before he stipulated that he desired to work and be responsible directly to the President of the Institution. In another college the registrar was surprised at the question, and finally answered "I guess I work under the Dean." In some schools there is being created a Personnel Office with its own set of functions and responsible directly to the President. In a few colleges the registrar is still an assistant to the Dean.

The incoming of Counseling has placed emphasis on prompt reporting of grades. Formerly the registrar could wait a while for some slow or forgetful teacher, or unfortunately overly worked teacher. Now however such tardiness throws a monkey wrench into the machinery of grading. Dean in a while asks, have you read in a jar, and through no fault of his own submits grades late, usually by previous arrangement. On the other hand there are probably a number of teachers who do not realize how much trouble is caused by late submission of grades.

That this difficulty has not been solved is attested by the fact that a number of colleges assert that the difficulty of late submission of grades exists, but they do not know what to do about it. Some other colleges have adopted the Public School Practice of withholding the last check until all grades and reports are submitted.

Curbing the extremely high or low grading teacher is another unsolved difficulty. That this problem exists is admitted by every Dean and Registrar. And yet the problem remains unsolved, except that a few colleges, the Polytechnic Institute included, are approaching the difficulty from the standpoint of the quality of the students in a class. The college index of the student indicates the quality of work he does. At the beginning of a semester the quality of the class can be computed by getting the average of the individual indices of the members of the class. Since a student does about the same or nearly the same quality of work from semester to semester, and since his index represents the combined opinion of all of the teachers he has had in the past, we feel that each succeeding teacher should give some attention to the quality index of a class. The combined or composite opinion of a number of judges is worth considering.

The duties of the various administrative officers of a college is not as well fixed as in the high schools. Suiting the duties to the personnel may be alright but it tends to make replacement more difficult.
**FACULTY WOMEN'S CLUB Gifts to Polytechnic Institute of Puerto Rico since it was organized.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-31</td>
<td>100 Mahogany arm chairs for Science Hall</td>
<td>$500.00</td>
</tr>
<tr>
<td>1931-32</td>
<td>Contribution to Library</td>
<td>312.42</td>
</tr>
<tr>
<td>1932-33</td>
<td>Poultry House</td>
<td>328.05</td>
</tr>
<tr>
<td></td>
<td>Library shutters</td>
<td>11.37</td>
</tr>
<tr>
<td></td>
<td>Rental Library</td>
<td>25.00</td>
</tr>
<tr>
<td>1933-34</td>
<td>Gift toward Chemistry Lab. equipment</td>
<td>195.75</td>
</tr>
<tr>
<td></td>
<td>Subscription to &quot;El Mundo&quot;, for Phraner Hall</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>Books for Rental Library</td>
<td>5.75</td>
</tr>
<tr>
<td>1934-35</td>
<td>Paint &amp; Labor - Re-decoration of Borinquen Sala</td>
<td>35.47</td>
</tr>
<tr>
<td></td>
<td>Punch bowl with 58 cups</td>
<td>12.00</td>
</tr>
<tr>
<td>1935-36</td>
<td>Library card index</td>
<td>52.73</td>
</tr>
<tr>
<td></td>
<td>Subscriptions to &quot;El Mundo&quot; - Phraner &amp; Borinquen</td>
<td>4.75</td>
</tr>
<tr>
<td>1936-37</td>
<td>Borinquen Hall Sala - curtains, lamps, rocking chairs</td>
<td>26.40</td>
</tr>
<tr>
<td></td>
<td>Assembly Hall curtains</td>
<td>9.00</td>
</tr>
<tr>
<td></td>
<td>Book-of-the-Month Club - for Library</td>
<td>6.96</td>
</tr>
<tr>
<td></td>
<td>Binocular for Biology Laboratory</td>
<td>111.50</td>
</tr>
<tr>
<td>1937-38</td>
<td>Contribution toward annual deficit of Polytechnic</td>
<td>50.00</td>
</tr>
<tr>
<td></td>
<td>2 tapestries for Borinquen Hall Sala</td>
<td>11.00</td>
</tr>
<tr>
<td></td>
<td>Frames for above</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>1 tapestry for Phraner Hall Sala</td>
<td>7.00</td>
</tr>
<tr>
<td></td>
<td>Water cooler for Phraner Hall</td>
<td>75.00</td>
</tr>
<tr>
<td>1938-39</td>
<td>Rental Library</td>
<td>38.88</td>
</tr>
<tr>
<td></td>
<td>Ladle for punch bowl</td>
<td>5.00</td>
</tr>
<tr>
<td>1939-40</td>
<td>Contribution to Masa Coral</td>
<td>25.00</td>
</tr>
<tr>
<td>1940-41</td>
<td>Lace tablecloth</td>
<td></td>
</tr>
<tr>
<td>1941-42</td>
<td>Charging desk for Library</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>Contribution for campus lighting</td>
<td>120.00</td>
</tr>
<tr>
<td>1942-43</td>
<td>Defense Bond</td>
<td>74.20</td>
</tr>
<tr>
<td></td>
<td>($100 at maturity, to be used for whatever purpose the Club deems necessary when time comes, In Bursar's safety)</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>Decoration of Social Hall</td>
<td>75.00</td>
</tr>
<tr>
<td></td>
<td>Rental Library</td>
<td>25.00</td>
</tr>
<tr>
<td>1944</td>
<td>Dictionary of Nat'l Biographies for Library</td>
<td>90.63</td>
</tr>
<tr>
<td>1945</td>
<td>Dishes for Home Economics Department</td>
<td>200.00</td>
</tr>
<tr>
<td>1946</td>
<td>Linen: 3 tablecloths, 36 napkins</td>
<td>114.50</td>
</tr>
</tbody>
</table>

**SUMMARY**

- **Gifts to Educational Departments**
  - Chemistry: $195.75
  - Biology: 111.50
  - Masa Coral: 28.00
  - Home Economics: 200.00
  - **Total for Educational Departments:** $632.25

- **Other Departments**
  - Poultry: 328.05
  - Finance (Deficit): 50.00
  - Campus lighting: 120.00
  - **Total for Other Departments:** 498.05

- **Gifts to Buildings**
  - Science Hall: 509.00
  - Social Hall: 75.00
  - Borinquen Hall: 75.97
  - Phraner Hall: 89.50
  - **Total for Buildings:** 749.37

- **Gifts to Library**
  - **Total for Library:** 655.67

- **For the Club Use**
  - Punch bowl & ladle: 17.00
  - Lace tablecloth: 114.50
  - Linen: 131.50

*(A set of straight chairs for the library was the first gift of the F.W.C. to the school, but since the finances of the Club during the first one or two years were taken care through the Bursar's office, no record is available in our books.)*