

Annual Meeting of Bd. of Trustees, June, 1936

DEAN'S REPORT.

June 1, 1926.

To The President of Ottawa University

Dear Sir:

I have the honor to submit to you my report for the year 1925-1926. The report is made in four divisions

- A. General
- B. Scholarship
- C. Social Life
- D. Statistical

and a brief note on the work of the Dean's office.

A. GENERAL

1. General Enrollment.

Reference to the attendance table will show that the year just closed has brought a slight increase to the number of students enrolled in the regular sessions, 382 as against 365 for the year 1924-25. This increase is in the Freshman and Sophomore classes, there being a decided decrease in the Junior class, from 63 to 49, which does not prophesy a large graduating class next year.

The largest Freshman class in the history of the University was enrolled this past year, 171 as against 151 the year preceding.

One note-worthy feature of the year as far as enrollment is concerned is the inauguration of what we hope will develop into an extension department, an extension class in Sociology meeting down town evenings, conducted by Dr. Merritt and numbering 23. This field of evening extension classes is worthy of careful cultivation.

2. Senior Statistics.

The University will graduate this spring a class of 63, the same in size as last year's class. Thirty-nine of the sixty-three have been together continuously for four years, 18 women and 21 men. Ten others are completing four years work in Ottawa University, but not continuously. The class of 1926 numbered 124 in the freshman year, 63 men and 61 women. There has been a loss of nearly 50% "en route." Thirty-eight will receive the Arts Degree, twenty-four the Science Degree, and one the Music Degree. Fifty-one have fully completed their work, twelve will have completed it by September 1. (For other statistics of the Senior class, see the last division).

3. Freshman Mortality.

One Hundred Sixty-three freshmen entered school last September, but the class enrolls only one hundred thirty-eight at present. Twenty-five dropped out at the close of the first semester for several reasons, while eight entered the class at the beginning of the second semester. This loss of over 15% the first year is serious enough to create a problem that demands careful study. We must maintain high scholarship, but we must see to it that every effort is made to help a student succeed, not by raising his grades when his work is undeserving, but by increasing his interest and effort. This is especially the function and opportunity of the small school, such as ours. The problem of the dropped student is one that will receive my serious attention this coming year.

4. Teaching Staff.

The changes in the personnel of the faculty were considerable this past year. These changes were necessitated by resignations in the departments of Economics and Sociology, History and Government, English, Home Economics, German and Spanish, Physical Education,--eight in all. These positions were filled, and three additional appointments were made--in the school of music, in Chemistry, in Biology. These changes affected nearly 50% of our staff. While the scholarship of the faculty coming to us is exceedingly high, four of the eleven being Doctors of Philosophy, nevertheless, such a turn-over in the course of a year is a serious set-back to the scholastic work of the University. It is hoped that increasingly such measures, financial and otherwise, will be taken by those in authority to secure a greater continuity and permanency in our faculty family.

It is encouraging to note that as far as we can now forecast the future, there will be only three changes this year--in the department of physical education for men, Home Economics, and Chemistry. There will be an additional instructor in Latin.

Our present staff consists of 27, 21 in the College of Arts and Sciences and 6 in the School of Music, divided as follows: 13 professors, 5 assistant professors, 9 instructors.

5. Curriculum.

The whole curriculum of the University has undergone a complete revision since a year ago. The changes were carefully made after long deliberation, in keeping with the most forward-looking schools of our size, character, and objectives.

The catalog of 1925-26 incorporated these changes, chief of which were a better and more uniform numbering of courses, careful elimination of all courses that duplicated others, and of such courses as were unessential or attracted too few students, more precise attention to determining the necessary prerequisites for all courses, and also to the number and character of courses needed for majors and minors. The requirements for graduation, both general and specific, were revised and made more explicit. The conviction is gaining ground that American higher education has been too generous and lax in the matter of electives and there is a growing tendency to require a distribution of courses that will prevent too early and too exclusive specialization. Ottawa University is proud of its present curriculum that stands well up in front with the best of similar institutions. Few changes of vital importance have been made in the curriculum for the present year.

It is with gratification we see the almost complete elimination of one-hour courses, now reduced to eight a semester. Out of 236 different courses offered in the College of Arts and Sciences, 77 are two-hour courses and 100 are three-hour, while 30 are five-hour. Our next step is to decrease the number of two-hour courses and increase the number of four and five-hour courses.

6. Saturday Holiday.

After the observance of Monday as a holiday during many years, faculty and students voted last spring to make Saturday the free day. Although there has been some dissatisfaction with the decision, the student body in the main has fallen easily into the new system of things. It does, however, work some hardship on ministerial students who preach on Sundays and cannot return to the campus in time for Monday morning classes.

7. Freshman Week.

Ottawa University, the first of the colleges in Kansas, made a very gratifying experiment last fall in what is known as Freshman week, the aim of which was to bring the freshmen to the campus a few days before registration, and through lectures, social features, and conferences, better prepare them to enter upon college life with less confusion and to adjust themselves more quickly and intelligently to the various phases of University life. The week will be observed again this year. A special fund shall be set aside for facilitating this work, and it is hoped that some day in the near future, the opening event of Freshman week will be a dinner given by the University to all Freshmen as the initial introduction to the new environment. This will tend, too, to bring the students here for the first meeting.

One feature of the Freshman week is of special note. The freshman class is divided into ten or eleven groups, each with a faculty adviser. Each student, therefore, has a certain member of the faculty to whom he may go for conference and advice with reference to the subjects he ought to take and the method of registration. The aim is to save the freshmen time and obviate the necessity of changing courses within a week or two because of lack of knowledge as to their content and character.

B. SCHOLARSHIP.

One of the great advantages of a small university is found in the personal attention given to the individual student by instructors. While it is true that certain freshman classes, as English 101-102, will always be large and require sectioning nevertheless the way in which this advantage actually works out may be seen in the discovery that the proportion of students to teachers in our school last year 18:04. This fact makes possible a higher scholarship than where classes are on the average larger.

During the year a more careful attempt has been made on the part of all the faculty to check carefully the students' grades and to rank them more accurately according to real merit.

Instructors were notified at the end of the first month, and again at the mid-semester concerning the students receiving a grade of D and below, and urged to take each such student into conference with the hope of bringing up the grades. This has proven helpful. Accompanying this has been the

publishing of grades frequently by the instructors so that students might know exactly where they stood. A system of student balance sheets has been devised whereby students at any time may see just what work they have had and what still remains to be taken in order to fulfil all requirements for graduation.

To bring added incentive to the first year students, the "Freshman Tenth" has been established. Freshmen who carry a schedule of at least 16 hours each semester, and whose scholarship throughout the year places them among the upper tenth of the class make up the "Freshman Tenth". The list of such students is posted at the end of the first semester, and the list for the year will be read at Commencement, and appear in the catalog. It is to be hoped that in the near future a chapter of Phi Beta Kappa, the national honor society in Arts and Sciences, may be established in Ottawa. In the meantime every effort should be made by each department to recognize the scholars within its group and stimulate all to higher scholarship.

I would like to suggest that the Board of O. U. authorize the purchase and presentation of an "O" pin to be given to such students as qualify for highest honors in scholarship. We recognize preeminence in athletics by conferring the letter "O". We recognize proficiency in debate by awarding the Pi Delta Kappa Key, why not make a worthy symbolic recognition of high scholarship in general?

The scholarship standing of the faculty of an institution determines in great measure the scholarship of the student body. As far as formal degrees are concerned, Ottawa faculty has a high rating. In the College of Arts and Sciences 7 of the 21 members of the faculty have secured their Ph. D. degree, 9 are M. A.'s, 1 M.S., 3 A.B. and 1 B.S. In the School of Music two are Mus.B, one is A.B., one is A.B. and Mus. B.

In point of scholarship Ottawa University may well be proud of its faculty. Another Dr. of Philosophy will take the place vacated by Dr. Bawden whose leaving for Belton, Texas we all regret.

One factor which inevitably tends toward a lowering of teaching efficiency is a teaching load that averages more than 15-16 hours a week. During the first semester we had 6 instructors teaching 17 hours and over, and 7 in the second semester. This load is too heavy and should be reduced.

C. SOCIAL LIFE.

One of the increasing problems in the supervision of students is caused by the fact so many have to live in town, off the campus. Added to this, the fact that so many live at home and are not within the range of university control only complicates an already perplexing situation.

We can never hope for a more adequate supervision of the extra-curricular activities, especially the social life of such students, or expect to increase our student body materially, until we furnish dormitory space on the campus. This is one of our greatest needs.

A communication will probably be presented to the Board Tuesday from the faculty relative to the present organization of social groups, an attempt to meet a vital need in the most wholesome and effective way under our present organization. It is hoped the recommendation will receive favorable action.

There are grave dangers in a secret Greek letter social system, especially in a school the size of Ottawa. There are almost as serious dangers in a

"laissez faire" policy, or a policy of repression and prohibition solely. The present plan seems to open a way out.

Note On The Work of The Dean's Office.

It may be of interest for you to know something of the work which falls to the Dean's office in Ottawa University at present.

It may be grouped under the following heads.

1. As Dean of the College of Liberal Arts and Sciences.
 2. As Registrar
 3. As Dean of Men
 4. As Supervisor of the office of Recorder.
1. As Dean of the College he is responsible for
 - (1). The Curriculum
 - (2) Scholarship
 - (3) Class Schedules
 - (4) Assignment of Class Rooms
 - (5) Distribution of work among the Faculty.
 - (6) Evaluation of Advanced credits.
 - (7) Special permits, exemptions, excess hours, other petitions, special examinations.
 - (8) Chairmanship of various faculty committees, and exofficio work on all faculty committees.
 - (9) Examination Schedules.
 - (10). Use of Administrative Building by students after class hours.
 - (11) Appointment and coaching of Freshmen Advisers
 - (12) Study of General Problems.
 - (13) General Discipline
 - (14) Acting for the President in his absence.
2. As Registrar, he is responsible for
 - (1) All Registration arrangements.
 - a. Rooms, Tables, Clerks, Supplies.
 - b. Schedules
 - c. Advisers
 - d. Freshman week.
 - (2) Making up of class roll from registration cards.
 - (3) General study of Registration Problems, i.e. "the dropped student" etc.
3. As Supervisor of the Recorder's work, these matters are under his direction
 - (1) Entrance credit evaluation
 - (2) High School and Entrance blanks.
 - (3) Current Grades Records.
 - (4) Manuscripts.
 - (5) Student Balance Sheets
 - (6) Major and Minor Records
 - (7) Class and Chapel Absences
 - (8) Determination of classification of students.
 - (9) Preparation of Diplomas
 - (10) Determination of graduation lists.
4. As Dean of Men, he should look after

- (1) The absence excuses of men
- (2) Discipline of men
- (3) Visitation upon men in their rooms and homes in the city.
- (4) Supervision of the life of men.
- (5) Personal interviews and conferences relative to Christian life and vocations.
- (6) Relation of students to land ladies and vice versa..
- (7) Supervision and direction of social groups.

Manifestly no one person can handle all this work efficiently, particularly if he carries a teaching responsibility as well. The work of the Recorder's office has been most efficiently cared for by Miss Howard who graduates with this year's class, and who has been most painstaking and co-operative. Giving only part time to the office however, there is much that could not be carried out. It is a matter of congratulation that this next year the work of recorder will be done ~~be~~ done by one who will not be a student, but a member of the faculty, dividing her time between teaching and this work.

If arrangements can be made this next year for more constant and effective office help in this department, and of lessening the teaching load of some male member of the faculty so that he could undertake the work as Dean of men, the almost impossible task the Dean now faces would be made a little more possible of achievement.

Appended to this report as Dean are comparative budget tables and a presentation of administrative work of Dean as distributed in other Kansas Conference Colleges.

Respectfully submitted,

Warren P. Behan

<u>Comparative Budget Table.</u>				
<u>Items</u>	<u>1925-26 Budget</u>	<u>1925-26 Expense</u>	<u>1926-27 Budget</u>	<u>1926-27 Increase.</u>
I. Clerical	\$270.00	\$395.00	\$510.00#	\$240.00
II. Supplies & Postage	\$135.00	59.00	145.00	10.00
III. Recorder	\$400.00	400.00	400.00	
IV. Dean's Salary	1275.00	1275.00	1275.00	
Total	\$ 2080.00	\$ 2129.00	\$2330.00	\$250.00

This amount includes approximately \$400 for an office secretary of the Dean, and \$110.00 for student help in keeping chapel attendance records and in registration service twice a year.

Distribution of Administrative Work Elsewhere.

1. Baker, in addition to a Dean, has a Registrar full time, and pays \$600.00 a year to an office secretary for the Dean.