



# THE U. OF N. SAGEBRUSH

(A Student Publication)

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## EDITORIAL

### NIGHT FIGHTS

Before the subject gets entirely cold there is need for a word to be said with reference to the clashes which take place annually between the incoming freshmen and sophomore classes. On the whole these class fights exercise a thoroughly good effect on the underclassmen; they cultivate class loyalty from which it is only a step to college loyalty; they serve in getting the men readily acquainted with one another and above all they serve notice on the incoming students that university life is no place for a "molly-coddle."

However these clashes ought to be under strict upperclass control and those serious dangers to life and limb ought to be eliminated. The canerush and dummy-rush have become valuable traditions attached to the life of the university but these sundry night fights similar to the first clash between the freshmen and sophomores occurring on a Tuesday night on Maple street are far from being under upperclass control and there is considerable danger that in the dark some man may have his head cut open or a similar serious injury inflicted and suffer real harm from neglect. Scarcely a year goes by in which a serious injury does not result from these uncontrolled fights and last year the campus was in suspense for several days over the probability of a freshman dying because a few sophomores lost their heads for a minute.

We suggest to the men who are to be on the upperclass committee next year that some contest demanding strength and grit, such as a big tug of war, be substituted for these night fights which carry elements of uncontrolled danger liable to make some parent sorry they sent a son to Nevada.

The start of the game was delayed for a considerable length of time on Saturday on account of someone failing to see to the necessary preliminaries. The field was not marked out and the freshmen were pushing the marker across the field while the players were lining up. No umpire was present and Prof. Charles Haseman acted in the absence of someone not connected with the university. His services were entirely satisfactory to both sides but the selection of some one neutral in letter as well as in spirit tends to the avoidance of unpleasant complications on the field. We do not know who was responsible for attending to these details; in fact no one seems to know; but the responsibility ought to be fixed and the responsible individuals held accountable.

### RENO HAS RIVAL AT BERKELEY DEAF AND DUMB SCHOOL

As Lloyd Root '16, who has charge of the training quarters wended his way towards his domicile on last Monday evening he found papers of which the following is a copy attached to the bleachers and to the doors of his establishment. The football star shook in his shoes for a while and had visions of blackmail and an Italian band of the blackhand demand a few thousand big "kopecks," but after puzzling over the manuscripts for a while it was possible to make out the following:

#### Notice

Reno High School boys' first team: If you wish to see deaf eleven boys game of American football with Reno High School eleven boys at Mackay Field, U. of N. I wish myself get deaf boys here from School for the Deaf, Berkeley, Cal.

You see that deaf me and deaf cheer boys please gam of football with against Reno N. Sat Mackay field University of Nevada. If California school for the Deaf sure win about 12 Reno High School "o".

Reno High School hearing boys are by state of Cal deaf and dumb eleven boys in Reno who captain the Reno H. S. Your life you would try." wrote letter.

Mr. H. S. Schwarzlose, School for the Deaf, California.

### NEVADA VARSITY DEFEATS STEWART

(Continued from Page One.) line bucks. A forward pass via Hill to King was fumbled. Hill made six yards on a line buck but Nevada had not made the distance. Stewart took the ball and made two yards on a line buck then kicked. Candland caught the ball but on being tackled, fumbled and the Indians recovered. They made eight yards in two line bucks and two yards around the end. On the next down Stewart fumbled and King recovered as the quarter closed.

Graham took Root's place. Nevada was on her own 40-yard line. Tam made two yards through the line, but the backs failed in the next two downs and Martin kicked the ball going out of bounds. The Indians made a short gain around the end, Tam downing the runner viciously. The Indians taking another short spurt made their yards twice in line bucks, the interference starting as if to run wide around the end while the runner delaying an instant carried the ball through tackle with the quarter for interference. Kimmel was out for a minute, taking water—a rare occurrence—and after the succeeding play was replaced by O'Datta. Nevada checked the Indians spurt on the next four down taking the ball in the middle of the field. The varsity retaliated for the lost ground, Martin scoring on a mass play to the left which broke the interference and left an open field. The attempt to convert failed. Hill kicked off and Stewart by judicious use of the forward pass carried the ball to Nevada's ten yard line. They attempted three times to buck the ball over but failed and on the fourth down the quarterback tossed a forward pass over the line. The Indians converted. Stewart kicked off and Hill ran the ball back ten yards. Hill and Martin made 40 yards in three line bucks. A forward pass netted a short gain. The Indians tightened on the next attempt to buck the line and a forward pass failed as the half ended. The initial lineup was as follows: Center, Kimmel; guards, Buckman, Krick; tackles, C. Melarkey, Jensen; ends, Root, King; halfbacks, Martin, J. Smith; quarter, McKenzie; full, Hill.

### Freshmen Tender Annual Hay Ride

Special Train is Chartered for the Ride to Washoe City

After a week of expectation and argument as to where and when the big event was to be staged, the freshmen tendered their annual hayride to the junior class last Saturday evening. A special train was chartered and the members of the party journeyed to Washoe City by way of the Virginia and Truckee. Dancing was enjoyed in the old town hall until a late hour when the services of the train were again demanded for the return trip. During the dancing refreshments of dainty sandwiches and punch were served.

The impending clash between the freshmen and sophs who arrived on the scene by means of automobiles and trucks armed with stale fruit of various kinds including the chicken variety did not materialize. A conference of conciliation was held and the freshmen agreed to accept the presence of the sophs under promise of gentlemanly conduct. Between 40 and 50 couples enjoyed the party and the trip.

### SOPHOMORES PLAN FOR FORMAL DANCE

Intend to Make Ball One of the Biggest Dances of the Year

It is the intention of the class of '19 to make their hop one of the biggest dances of the year. A committee has already been appointed to prepare plans for original decorations, etc.

From the present outlook the dance will take place during the latter part of November in order that the football men might participate. The committee is working industriously with Earl Wooster as chairman, Misses Isabelle Slavin, Fern Wright, and Messrs. Stevens and Caffrey as assistants.

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### MANZANITA HALL

Who got the watermelon? Well, we know now, but we didn't for a long time last Wednesday night. All was peace and quiet that evening, until certain ones accused certain other ones of taking their watermelon, and most of the hall, unfaithful to our American ideal of neutrality, sided one way or the other. Excitement was waxing warm when certain upperclassmen urged cessation, thereby saving a demure sophomore from the cold horrors of the tub. In our quieter and saner moments we realize that we displayed a marked inconsideration for the nerves of our neighbors, and we humbly beg their pardon.

The Walking Club of Manzanita went out to Chism's Saturday, zanita went out to Chism's Saturday, true to the specifications on the posters, but they had a much better time than said posters ever intimated. Supper was cooked over the campfire and some time later the party ended with ice cream cones and songs sung around the fire. There is talk next of a Sunday breakfast. Watch for notices of it.

The "study" on first floor of Manzanita is now equipped with a lighting fixture suitable for studying in the evening. We are glad to have such a room in which to retreat when our powers of concentration fail to serve us. This study is also for the use of girls on the hill who are not residents of the hall. They are welcome to come over here any time during the day and make themselves at home.

The M. M.'s are certainly a jolly bunch of hikers. After the football game Saturday they walked to Chisms with their supper safely packed in paper sacks. With long green willow forks they toasted bacon and weenies. Hot-dog sandwiches are certainly good. Was that all? No, indeed, some ingenious minds thought of roasted bananas and everyone had one. With everyone in a merry circle around the dying coals of the camp fire, they sang songs old and new, ending up with "U. of N. So Gay". Girls can yell, too, for before they left college loyalty had to show itself. A happy, tired crowd left Chisms' with a goodly store of ice cream cones. Be an M. M. next week end.—I. B. '17.

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### FOOTBALL RALLY AROUSES SUPPORT

Enthusiasm Is Stirred By Faculty Speeches and Pledges of Support

Some of the good old Nevada "pep" was present at the football rally in the gymnasium last Tuesday night. Enthusiastic speeches by coaches, professors and old men were applauded in a way which indicated that the appeals for support and help on the football field would be fully answered. The affair was characterized by the spirit of unity and loyalty with which the student body must and will support and back up the team.

When the crowd had largely gathered and all superfluous clothing had been disposed of, every man, except the freshmen, delegated to do the serving, sat down at the long tables and was served with watermelon and smokes furnished by the downtown merchants for the affair. As the eating progressed Professor Charles Haseman was called upon to sound the keynote of the evening. He called attention to the need of support for the team not only in increasing the number of men on the squad but in strong organized rooting at the games and during practice. Coach Glascock followed Prof. Haseman and pleaded for the kind of playing which in any event whether Nevada wins or loses will always make the institution proud of the fighting qualities of the team.

Mr. Weatherwax spoke a few words of support and encouragement, recalling how Robert Simpson, of the University of Missouri, which is Mr. Weatherwax's alma mater, by careful living and training has made himself a champion hurdler during the time he was in college. Dean Knight and Professor Turner followed with assurances of faculty support and prophecies of a winning season. Former Captain Root urged a stronger support of the team placing the emphases upon sacrifice of physical comfort and the giving of time and effort towards placing a first-class aggregation in the field.

Ed North followed in a pointed speech characterized by plain-spokenness and pledged his support and help to the squad. The music of the evening included a mandolin and guitar duet by Guevarra and Valentine, the two representatives from the Philippines, a solo concerning rabbits by Bacchus with accompaniment by Tam, and the rendering of "Macaroni Joe" by Ed Caffery accompanied by Newton Jacobs. Near the close of the evening while music was being dispensed by members of the Lincoln Hall, mandolin and guitar orchestra season tickets entitling the holders to admission to the season's games were distributed to the men for sale to the townspeople.

### MILITARY DRILL

Bulletin No. 3—Sept. 22, 1916

The following schedule of instruction for week commencing Monday, Sept. 25, is hereby announced:

Monday, Sept. 25—Rifles will be issued to members of old cadet company (hereafter Co. A.)  
New cadets drill in school of company.

Tuesday, Sept. 26—Rifles will be issued to new cadets. Co. A, close order drill.

Wednesday, Sept. 27—New cadets instruction in manual of arms. Co. A. special instruction in fire distribution.

Thursday, Sept. 27—Same as Wednesday.

On the days that rifles are issued to cadets, lockers will be assigned. A deposit of 50 cents is required on locker keys.

By order of the Commandant of Cadets.

### EDUCATIONAL SURVEY BEING COMPLETED

Representatives of Bureau of Education Examining Status of the University

The educational survey now being made under the guidance of Dr. Copen and Mr. Stevens of the United States Bureau of Education is proceeding rapidly towards completion.

During the past week interviews have been held with members of the various teaching departments of the school and with representative students. The survey is for the purpose of ascertaining the scholastic standards of the university, the efficiency of the teaching force and the general moral and social conditions surrounding the student life. The investigators are particularly interested in the kind and amount of service which the university is performing for the state through the medium of the public laboratories and extension division.

Following the completion of survey a report will be compiled stating the results of the investigation and giving the status of the university judged by the bureau's standards.

Dave Abel '15 was in from Winnemucca visiting on the campus during last week.

### Y. W. C. A.

There is rich treasure laid up in Y. W. C. A. for every girl who is wise enough not to miss a single meeting. Phoebe King led the interesting meeting last Wednesday, when Dean Brown spoke to the girls. And there is always special music. This time Eva Walker sang for us.

The topic which Miss Brown choose to talk about had to do with two quotations from the "Sermon on the Mount." Lay not up for yourselves treasures upon earth where moth and rust doth corrupt and where thieves break through and steal, and the kingdom of heaven is within you. She said we should have such rich treasures within us that our friends and strangers would all find something worth while in our character. The university offers us these treasures in each course on the hill, but Y. W. C. A. brings them to our notice and gives spiritual refreshment to us all.

And what else did Miss Brown say? O, you should have come to hear her, but if you were unfortunate enough not to, ask some of the girls about it—and don't miss next Wednesday, because—well, it will be a surprise for every girl, so come to Stuart Hall and find out what the rich treasure is, which is in store for us.—I. B. '17.

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Washoe County

Election, November 7, 1916

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Deputy City Clerk

FOR

### COUNTY TREASURER

WASHOE COUNTY, NEVADA

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## JOHN HAYES

(Incumbent)

Regular Democratic Nominee for

### COUNTY ASSESSOR

## F. K. Unsworth

(Incumbent)

Regular Republican Nominee for

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## R. B. HENRICHS

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(Long Term)

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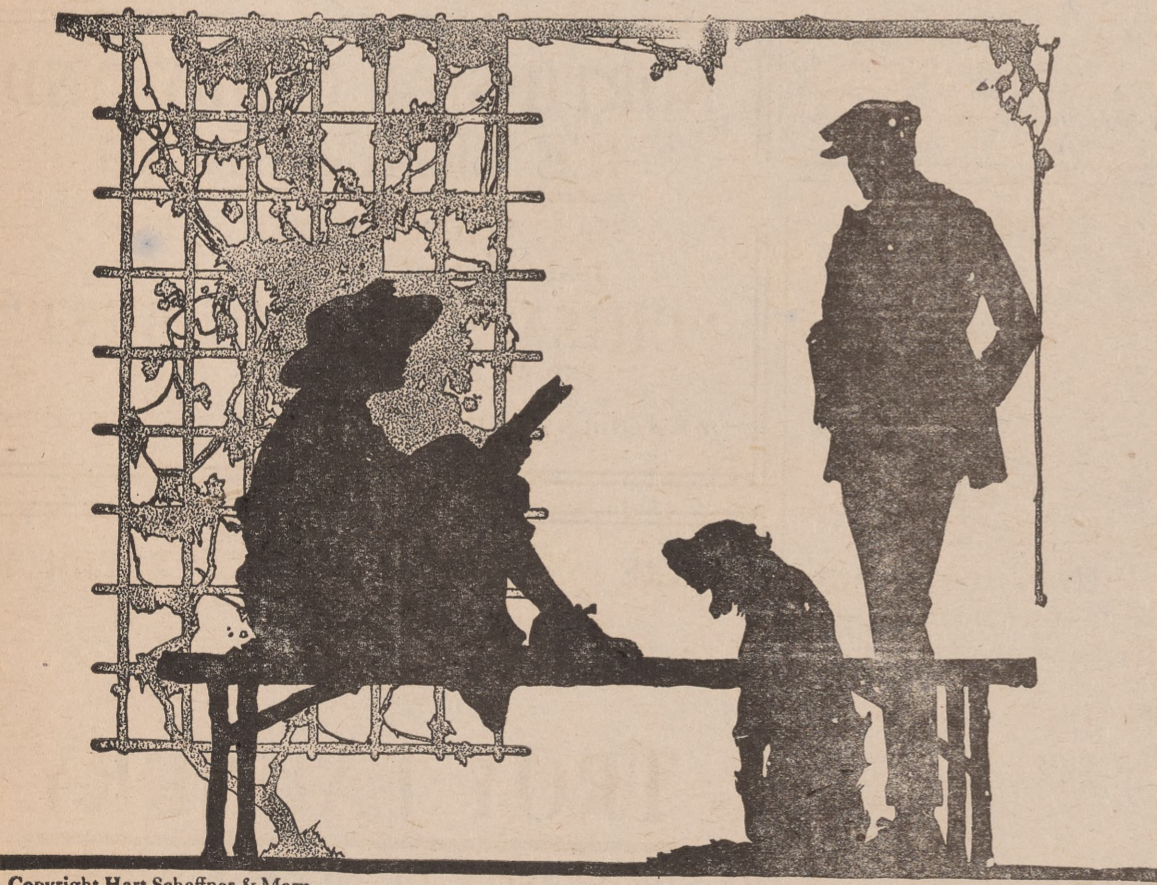
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# Frank & Bane



PROBLEM OF GRADING IS FINALLY SETTLED

Committee Makes Report Which Is Adopted by Faculty of the University

In the Saturday, Sept. 9, 1916, issue of "School and Society," published in New York, there appears an article by Dr. L. W. Hartman, professor of physics in the University of Nevada, upon "Grading Systems Again." Dr. Hartman of the committee of the University of Nevada on Grades and Grading, consisting of himself as chairman, Dr. Watson and Dr. Haseman, finding that the "Missouri Plan" was impossible of application to the Nevada institution, made an analytical study of the needs of a small university, where scholarship prizes and awards are given, for a just system of grades and grading.

Because of the intimate interest which students may take in the settlement of this matter we are printing the report of the committee. "In American universities and colleges where scholarships, fellowships, prizes and honors are awarded on the basis of scholarship, and where scholarship is determined on the basis of grades, it is a question of importance that a just system of grading obtains: that approximately the same standard shall be maintained and that the same system of grading shall be used by all the different departments. It is not just that a given department by virtue of its standards shall give the major part of its students high or low grades; neither should a department by means of its system of grading control, or in a large measure control the award of the prizes, honors, etc. It is recognized that a fair system, indeed a scientific system of grading should prevail—but in the smaller institutions where the classes are generally small, it is almost impossible in any one year to make a scientific distribution of the grades as is required by the "Missouri Plan." These are real difficulties for the institutions in which all the classes are small.

Recognizing the difficulty and also the injustice of the prevailing system of grading students, the senate of the University of Nevada in May, 1915, appointed a committee to study the grades assigned by the faculty and to report to the senate a method of equalizing the grades. This committee consisted of Dr. Charles Haseman, Dr. J. C. Watson and the writer. During the following summer and autumn this committee assembled all the grades reported at the end of each semester for the past three years—six semesters in all—and subjected their data and findings to a series of tests. In the month of November a report was presented to the whole corps of instruction of the university and then in turn to the university senate. In each case after a thorough and critical discussion, the report was adopted without a single dissenting vote. This report was then referred to the board of regents for approval and adoption. At the April meeting of the regents the report and the system suggested were adopted by the board. In the hope that the plan may prove suggestive or helpful to some of our smaller colleges and universities, it is herewith submitted for consideration. The committee felt that it did not desire to take radical action or to propose a system that would be revolutionary. We believe that in time the system proposed will evolve a just and normal system of grading as the faculty conforms to the plan suggested.

The method pursued was as follows: The passing grades for each student in the university were tabulated by semesters in suitable form. The average passing grade on the unit-hour basis obtained by each student in all his subjects during each semester was then determined, i. e., the grade given in each course was multiplied by the credits in the given course and these products were then summed up (for the semester in question) and divided by the number of credits involved in the given instance. Thus for each student in the university in 1914-15, the average of the passing grades per semester was obtained for a period covering the preceding three years.

Having obtained these averages, the reports handed in to the registrar's office by each instructor were examined and a correction factor indicated for each of the students reported thereon. This factor had a positive sign if the grade in question was below the student's average for the semester and a negative sign if the grade in question was above the student's semester average. Thus, if in one course Professor A marked X 80 per cent, while X's average for that semester was 83, a correction of plus 3 would be entered opposite X's name on Professor A's report for the semester; if, however, Professor B in his course gave X a grade of 87, then on Professor B's report for that semester a correction of -4 would be entered opposite X's name. Thus the correction factor indicated the quantity, plus or minus, that must be ad-

ded to the professor's grade in order to attain X's average grade for the semester.

Having examined in this manner all the grades reported by each instructor, at the end of the report on each course the following data were recorded: the sum of all the positive correction factors, the sum of all the negative correction factors, and their difference, which in turn was divided by the total number of students who passed the course. Thus the average positive or negative correction factor for the given course was determined. In addition to this factor, the number of incompletes, conditions and failures in the course for the semester were also indicated on the report.

All these data for each of the six semesters were then tabulated for each course that had been reported to the Registrar's office and the total correction for each course indicated. On the basis of each student unit-hour, an average correction for each semester was thus determined. The plan outlined possesses certain advantages over others that have been suggested. It avoids any arbitrary distribution of grades, as required by the "Missouri Plan," a system which may be just for an entire student body or possible wherever classes are large, but which can hardly be justly applied to all courses alike, and certainly not to small classes. It avoids the common objection of those, who rightly or wrongly, explain their deviation from the standard by the claim that their students are better than the average. For the grades in every course are judged solely by their relation to the average of the same students in all their work. The comparison is not between different classes of students. If an instructor is found to be grading all his classes five points above their general average, it is a justifiable conclusion either that his standard of marking is too easy, or that his requirement of work is too low. If he is grading them below their general average, his standard of marking is too hard, or his requirement of work is too high, or both may be true. The plan suggested lets every course stand upon its merits, whether elective or required, whether elementary or advanced. It has the further advantage of supplying an immediate correction factor for a new course or a new instructor. Its disadvantage lies in the amount of work required in reaching the results, but if the system is just, this should not be a serious objection.

In view of the results obtained from this study of the statistical data—facts in the individual case for which the individual instructor alone is responsible—the committee called the attention of the instructing staff to the following obvious conclusions: Inasmuch as many, if not all, conditions, failures, incompletes and credit grades were represented merely by a symbol, the average of the recorded passing grades obtained by the method indicated above is too high for many of the students and therefore the results reported herewith operate in favor or rather than against those instructors who are accustomed to give high grades and against those who are accustomed to give low grades. Although realizing fully the significance of this phase of the situation, the committee believes that it has done all that it was possible to do with the data available, and especially with the form of the data available. It is further obvious that the most serious aspect of this problem of grading is moral and ethical. Deserving students who do a high grade of work in classes where a severe standard of marking prevails are placed at once at a disadvantage compared with students who, perhaps in some cases, purposely elect work in departments where an easier standard prevails, and possibly the most meritorious students from the standpoint of scholarship and ability are deprived of honors, prizes and scholarships of a monetary value. The university faculty should clearly recognize that a system based on the principles of justice, fair play, the "square deal," honor, must be installed to replace our present lack of system. A department by its preponderance of a total positive or negative correction factor should neither deprive a student of an honor or a prize to which he is entitled nor should a department be able to give the prize or honor to an undeserving or unworthy student. The committee believes both of these are possible under our present system of grading.

It should also be noted that in the selection of correction factors no fractional values were taken. The nearest whole number in each case was taken. In case the decimal was above one half, the next number above was taken; in case the decimal was below one half, the next lower number was taken. The committee therefore recommended:

1. That in all departments having a negative correction factor the standards of work, or the standards of grading, or both, be raised. 2. That this raising of the standards take place immediately. 3. That a permanent committee on grades be established, the committee to consist of three members, rotating in office—a new member to be appointed each year, and the senior member of the committee to serve as chairman.

- 4. That all instructors be required to hand in all reports of grades within five (5) days after the completion of the final examinations. 5. That all grades before being entered upon the final records shall be inspected and corrected by this committee. 6. That in the selection of honors, scholarships and prizes for the year 1915-16 the corrections shown herewith be applied to all courses given hitherto. 7. That corrections be applied to all courses given in 1915-16 where close conformity to the standards herein recommended is not shown. 8. That after the grades of the present semester are reported a new correction factor be determined for those departments which conform closely to the system herein recommended—and that in all other cases the average correction factor in each course, based upon the six preceding semesters, be applied. 9. That all future grades of "credit," "condition" and "failure" be reported with the actual grade attained in the course. 10. That all future grades of "Cr." be treated as of grade "70," the minimum passing grade. 11. That no changes by the grade committee shall raise a student's final grade in any subject more than one half the range between the instructor's final grade and 100; nor shall any grade be lowered by the committee more than one half the range between the instructor's final grade and 70. 12. That a system of "credit for quality" be adopted whereby a student shall receive for purposes of graduation a credit bonus of 15 per cent. in all courses wherein the corrected grade shall equal or exceed 90 per cent., and a bonus of 5 per cent. in all courses wherein the corrected grade shall be between 85-89 per cent., inclusive. This provision shall apply to the next graduating class, and shall apply only to grades given in this university. Of the credits offered by any student toward graduation not more than 25 per cent. shall have grades between 70-75 per cent. This provision shall take effect with the present freshman class. 13. That the system of numbering of courses be simplified and systematized and that the numbering be maintained so far as possible uniform from year to year. 14. That for the purposes of this committee all reports shall be handed in on the blanks used hitherto. 15. That at the end of the first semester the registrar send to the parents of each student only the grades of "condition" and "failure" and after the end of the second semester the registrar send the complete reports of the year. In individual courses it was found that the positive and negative correction factors, mentioned above, varied from a minus 10 to a plus 12. The average correction factor to be applied to each instructor for all courses up to the end of the year 1914-1915 varied from a minus 8 to a plus 5. The extreme variation is illustrated by the following cases selected from one of the tables.

4. That all instructors be required to hand in all reports of grades within five (5) days after the completion of the final examinations. 5. That all grades before being entered upon the final records shall be inspected and corrected by this committee. 6. That in the selection of honors, scholarships and prizes for the year 1915-16 the corrections shown herewith be applied to all courses given hitherto. 7. That corrections be applied to all courses given in 1915-16 where close conformity to the standards herein recommended is not shown. 8. That after the grades of the present semester are reported a new correction factor be determined for those departments which conform closely to the system herein recommended—and that in all other cases the average correction factor in each course, based upon the six preceding semesters, be applied. 9. That all future grades of "credit," "condition" and "failure" be reported with the actual grade attained in the course. 10. That all future grades of "Cr." be treated as of grade "70," the minimum passing grade. 11. That no changes by the grade committee shall raise a student's final grade in any subject more than one half the range between the instructor's final grade and 100; nor shall any grade be lowered by the committee more than one half the range between the instructor's final grade and 70.

12. That a system of "credit for quality" be adopted whereby a student shall receive for purposes of graduation a credit bonus of 15 per cent. in all courses wherein the corrected grade shall equal or exceed 90 per cent., and a bonus of 5 per cent. in all courses wherein the corrected grade shall be between 85-89 per cent., inclusive. This provision shall apply to the next graduating class, and shall apply only to grades given in this university. Of the credits offered by any student toward graduation not more than 25 per cent. shall have grades between 70-75 per cent. This provision shall take effect with the present freshman class.

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Table with 5 columns: Professor's name, Average Cor. All Courses, No. of Grades, No. of Conditions, No. of Failures.

Three of the columns in the table above are significant, the correction factor in the first column of figures and the numbers given under conditions and failures in the last two columns. These values certainly suggest a diversity of standard either in marking or in the character of the work given by the various departments represented. In connection with this report a second table was prepared. In this table the grades of each instructor as reported in the registrar's office were classified as follows: the percentage of all his grades between 100-95, 94-90, 89-85, etc., between 100-90, 89-80, 79-70, etc., were determined. A few illustrations to show the diversity of grading prevalent in the different department are given in the following table:

Table with 6 columns: Professor's name, 100.00 Per Cent, 80.00 Per Cent, 70.00 Per Cent, Conditions Per Cent, Failures Per Cent.

A superficial glance at this table will show the wide diversity of standard of marking existing in the various departments, yet in the determination (Continued on Page Six.)



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### Prof. Boardman Lectures to Club

Subject of Neglected Phases of Education Is Discussed

At the last meeting of the Faculty Science Club Professor Boardman of the civil engineering department delivered a lecture on "Some Neglected Phases of Technical Education." He said:

Considerable discussion during the last few months has resulted from advance publication of the study of replies received to two circular letters sent out by Professor C. R. Mann of the Carnegie Foundation asking for information as to the qualifications that produce success in the engineering societies, the Society for the Promotion of Engineering Education and the American Chemical Society. The first and second progress reports grouped the desirable qualities under six general heads, with percentage ratings indicating the relative importance assigned to them based on the replies received as follows:

Progress First Per Cent.

Qualifications.	
1 Character	41
2 Judgment	17.5
3 Efficiency	14.5
4 Understand of men	14
5 Knowledge of fundamentals	7
6 Technique	6
	100

Reports Second Per Cent.

1 Character	24
2 Judgment	19.5
3 Efficiency	16.5
4 Understanding of men	15
5 Knowledge of fundamentals	15
6 Technique	10
	100

The second summary is based on more than six thousand replies. Numbers five and six are the only ones that are generally supposed to occupy much of the time of American technical students at least judging from the published courses of study of our colleges and universities. Those who think a four-year undergraduate technical course can properly give time to developing all these qualifications approximately in proportion to the percentages indicated, have some job on their hands in the way of showing us professors how to revise our courses of study.

No doubt much can and will be done however toward attempting to impress the students with the importance of the first four qualifications, but probably in assigning the percentage ratings to them the persons answering the circular letters had in mind the ideal successful engineer of twenty or thirty years practical experience, not the young graduate.

Numerous interesting points have already been brought out in discussions of this subject in the technical press.

One man emphasized the fact that character and the other non-technical qualities mentioned have had considerable development before the young man has begun to acquire technical knowledge and skill and he claims that the home and earlier school training have more to do with such development than has a college training. This is perhaps true of character and we can also see a great difference in the development of judgment and efficiency in different students by the way they handle certain studies, but I think that if the successful engineer who has acquired the proper development of all these qualities will take time to mentally go back over his whole life with this tabulation in mind, he will be willing to acknowledge that the best time for most of the development of qualities two, three and four and much of one, is after graduation from college.

Dean Marston of the Engineering Division at Ames, Iowa, shows the absurdity of rating men even for prominent engineering positions by the percentages given in the first progress report (the only figures published at the time he wrote his discussion). He applied this method of rating to three "moderately successful engineers" and also to three "prominent successful business men". His marking under the six heads when multiplied by the per cent rating for these heads showed all three of the business men to be better qualified for responsible engineering positions than any one of the three "moderately successful engineers." The results would not have been quite so absurd however if instead of treating four of these qualities as abstract, he had changed numbers two and three to engineering judgment and engineering efficiency which of course would have lowered his markings of the business men under those heads. While those business men may deserve higher ratings in judgment and efficiency as applied to their respective callings than the three engineers do in theirs, it must be evident that the judgment and efficiency of the business men in engineering matters would be very limited on account of their lack of knowledge and skill in engineering. In other words a high degree of judgment and efficiency in any calling is dependent on a considerable degree

### PROFESSOR LINCOLN RETURNS TO CAMPUS

Summer Is Spent In Exploring Trip In Mine Fields of South America

NEW SPECIMENS GATHERED  
Data Gathered For Possible Expansion On Part of Goldfield Consolidated

Dr. Francis Church Lincoln of the Mackay School of Mines, who was granted a leave of absence from the university last May, returned this week from South America, and will resume his classes immediately. Professor Lincoln sailed from New York, and on the downward trip visited Cuba, Panama and Jamaica. The greater part of the summer was spent in the mineralized districts of Bolivia and Peru, where in company with A. W. Newberry of the exploration department of the Goldfield Consolidated, he obtained options upon property which he prospected and examined. Mr. Newberry remained in Peru where he is continuing his exploration work.

Dr. Lincoln's headquarters were at La Paz, Bolivia, an interesting city of some 75,000 inhabitants, 90 per cent of whom are Indians. The city is situated in a deep basin with imposing snow-covered mountains rising around it. The gayly colored costumes of the natives and the bright tints of the plastered houses give La Paz a picturesque interest to the foreigners. There is an English-American colony there, consisting largely of men in the employ of the big mining companies. The altitude is very high, but La Paz but 15 degrees south of the equator enjoys an equable climate. It was winter during Dr. Lincoln's stay there, and was comfortably cool.

Dr. Lincoln examined many of the old silver, tin and silver-copper mines in Bolivia and southern Peru, which have been unworked since the evacuation of the Spanish early in the 19th century. These ancient mines offer a good field for development, in the opinion of Professor Lincoln, for the increase in ocean freight rates is more than equalized by the high price of these metals. It is thought that with the expected drop in freight rates due to the keen competition with Japanese freighters that the development of these mines will be stimulated.

Professor Lincoln has amassed a great deal of material concerning South American mining conditions which he expects to use in a series of articles for some of the technical journals.

A number of interesting and typical specimens of tin and copper ore from Bolivia were also gathered and will be placed in the exhibits of the museum in the Mackay School of Mines.

of knowledge and skill in that same calling.

Even with the above modification the injustice of the comparison would be apparent to most engineers and it is largely due to the low rating of knowledge and technique or skill, headings five and six which sum up to only 13 per cent for the first progress report and 25 per cent for the second progress report. I would account for the low rating given to knowledge and technique as follows: The engineers who received and answered the circular letters were in the main, engineers of considerable experience. Many of them are either engaged in private practice or filling important salaried positions so they have little of the detail technical work to do, assigning such work to their assistants or subordinates. A few years in such a situation usually causes a man to forget much of his former technical knowledge or become "rusty in his mathematics" at the same time rapidly developing in judgment and understanding of means sometimes in

### PROBLEM OF GRADING IS FINALLY SETTLED

(Continued from Page Five.)

of student honors one student hour-unit under A had no more weight than one student hour-unit under B and the same is true of M and N. It is also interesting to observe that out of a total of 418 grades reported by A 6 per cent. were failures and 12 per cent. were conditions, while out of a total of 558 grades reported by B 0.3 per cent. were failures and 0.5 per cent. were conditions. Out of 354 grades G reported 12.7 per cent. failures and 13.6 per cent. conditions while out of a total of 605 grades H reported 15.2 per cent. failures and 10.2 per cent. conditions. From an inspection of this table a student could determine with a fair degree of accuracy the probability of his attaining a grade of 90 per cent. in the different departments. Thus, less than 1 per cent. of the grades of G are above 90 per cent., while almost 87 per cent. of the grades of B are above 90 per cent. In which department will the student striving for honors, via the route of high grades, elect work under the grading system common to many of our colleges and universities? She need of an equalization of the faculty is drawn to them or until an effort is made to remedy the difficulty.

Approximately 9,700 grades were efficiency. Many who have not reached such prominent positions and perhaps never will, recognize that the possession of these qualities often places a man in the line of promotion, when with merely technical knowledge and skill along with good character he would remain a subordinate. But such men should remember that in most cases where high positions are not obtained through favoritism, the men who reach them have passed through the stage where technical knowledge and skill are much more important qualifications than judgment and understanding of men. Also that practically every young engineer must pass through that stage before he can reach that place where platform orators are so wont to tell us there is plenty of room.

However the publication of these statistics and the discussions resulting are serving a good purpose in calling the attention of engineers and technical students and professors to the importance of developing in a broader way and more as other men develop instead of holding aloof and specializing to an extreme.

These general qualifications are of course important for many engineers filling subordinate positions but in extremely varying degrees as to relative rating in different classes of work.

One thing I deplore which seems to crop out in this connection is the prevalent idea of what constitutes success. Of course most people recognize different degrees of success, but the typical commencement orator trying to spur the youth on to success, either by implication or openly pictures success as the attainment of exalted position of great influence, or of prominence in one's chosen calling, or the acquisition of great wealth. Now in spite of the much abused saying: "there is always room at the top", we all know that while that may be true for a very few persons in any ordinary audience it is very far from true for most of the people listening to the great orator. In other words, there is plenty of elbow room because so few can attain such positions. High aims are commendable in the abstract but when those aims converge upward to a degree that permits of realization by only one per cent of the aspirants, are the other 99 per cent greatly benefitted? If the object or station aimed at is of the right kind and is within reason, theoretically all ought to be benefitted by striving for it.

(To be continued in next issue.)

### Frosh Varnish Big Block N

University Letter Shines Forth After Application of Whitewash

The big university block N laid out on the hill north of town was treated to its periodical coat of whitewash by the freshmen last Sunday. The first year men collected on Sunday morning armed with lathes which were later augmented by other nourishment and assailed the steep sides of the hill bearing lime water and glue which were turned in a glistening coat of whitewash for the big letter which now glistens in the sun as the result of a liberal application.

The frosh are reported to be peculiarly wrathful over the failure of a number of their colleagues to "show" and the epidemic of cleansing which has been sweeping over the campus during the past week may receive an added impetus with the result that several babies will become acquainted through actual exploration with the topography of the bottom of Orr ditch.

studied in the preparation of this report, thus affording sufficient data to justify one in formulating his conclusions. Correction factors have also been determined for the first semester of the current year on the basis of all grades—not alone of the passing grades but of all grades including both conditions and failures—and the conclusions included in the above report have been fully justified. The deviations of the high markers are greater than before and those of the low markers are not so extreme and the maximum of the faculty curve has been moved toward the lower grades.

The committee believes that it has demonstrated the need of a just system of grading and that a fair trial of the plan here suggested will at once eliminate most of the inequalities in the treatment of students, and in the course of two or three years will result in a reasonable approach to a uniform system of grading.

—L. W. HARTMAN.

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### Sale of Tickets Is Being Pressed

Graduate Manager Urges Larger Support on the Part of Student Body

Graduate Manager Joe MacDonald is placing considerable confidence in the ability of the students to sell the tickets distributed at the football rally. Regarding the sale of season admissions he states:

"The efforts of the students to sell season tickets for the football games are evidently meeting with much success and I believe that the 500 tickets will be sold in another week if the students keep up their efforts.

"Next Monday all unsold tickets will be called in and it is hoped that

no student will bring back a ticket. The merchants and business men of Reno are willing to support the Nevada team and it takes but little effort to sell season tickets to them, especially when you make it known to them that they will not be bothered again this semester with ticket sellers. "All tickets that are not sold must be turned in to Treasurer Gooding next Monday.

"The attendance at the game with the Indians Saturday was about the same as the attendance at the game last year as far as paid admissions were concerned, but there was a very noticeable lack of attendance on the part of the student body. The boys were there and their yelling was good, but there were only 18 girls in the audience. The team needs the support of the girls as well as the men of the university."

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