

JULIUS ROSENWALD FUND  
4901 Ellis Avenue  
Chicago, Illinois

SCHOLARSHIP

The Julius Rosenwald Fund is making a review of the Negro fellowships which it has granted during the past seven years. Since an appraisal of our activity thus far in this field will naturally have some effect on future policy, it is requested that all persons who have received fellowship grants from the Fund cooperate by filling in carefully the brief information asked for on the following blank and returning the information promptly to the Fund.

Name Ambrose Caliver

Position at time grant was made Specialist in the Education of Negroes

Specific purpose of the fellowship study Assistance in printing  
dissertation

Subject studied under the fellowship (or special work accomplished) \_\_\_\_\_

Institution at which fellowship study was carried on (or, if no specific institution was attended, state nature and place of the work carried out under the grant)

See above

Present position or occupation Senior Specialist in the Education  
of Negroes, U.S. Office of Education

Your opinion of benefits received from the fellowship It accomplished  
great good in helping to publish the first  
student personnel study among Negroes, which  
It is believed, ~~that~~ had much influence in stimulating  
the remarkable development in this field during  
the past five years.

The recipient is deeply appreciative of the  
Fund's generosity.

Other reports or comments may be  
written on the back of this sheet

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

SCHOLARSHIP

To

Payment Voucher No. 7523

Mr. Ambrose Caliver

Date May 10, 1952

Office of Education, U. S. Dept. of Interior  
Washington, D. C.

Payment in full of fellowship grant made 2/11/31 - - - - - \$850.00

Chk. #~~7221~~ 7685

Accounts	Appropriation No.	Debit	Credit
Scholarships & Fellowships	2930-140	\$850.00	

Prepared by	Checked by	Posted by	For Controller
MGJ			



## FELLOWSHIPS

December 6, 1946

Dear Mr. Caliver: Thank you for your nice letter, and for the materials you sent. They will make a useful addition to our Fund library. Your continued interest in our fellowship program, and your assistance in helping us locate outstanding younger candidates is appreciated by all of us here.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:LCM

Mr. Ambrose Caliver, Specialist for Higher  
Education of Negroes and Adviser on  
Related Problems  
U. S. Office of Education  
Washington 25, D. C.

FISK  
UNIVERSITY

FEDERAL SECURITY AGENCY  
U. S. OFFICE OF EDUCATION

WASHINGTON 25, D. C.  
December 3, 1946

*File  
may!*

FELLOWSHIPS

	WCH	12/6	WCH	12/6

Mr. William C. Haygood  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago 15, Illinois

My dear Mr. Haygood:

I have been planning for some time to answer your letter of November 11, but have been on an extended field trip and am only now getting around to it. I shall be glad to be of whatever assistance is possible in locating worthy prospective applicants for Rosenwald fellowships. I shall use the blanks which you sent me, and if I find that I need additional ones, I shall write you.

Under separate cover I am sending you some materials relating to our work here in which I think you will be interested.

For biographical notes which you requested, I refer you to the current issue of Who's Who in America.

Very cordially yours,

*Ambrose Caliver*

Ambrose Caliver  
Specialist for Higher Education of  
Negroes and Adviser on Related Problems

AC/tab  
UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

ADDRESS ONLY  
THE COMMISSIONER OF EDUCATION

WASHINGTON

March 4, 1932.

	AKS	3-7	AKS	3-27

Mr. Alfred K. Stern,  
900 South Homan Ave.,  
Chicago, Ill.

My dear Mr. Stern:

Teachers College has recently sent me a bill for the printing of my dissertation which I inclose herewith. It amounts to considerably more than I had expected. I understood that the total amount would be slightly over \$700.00, whereas it is \$944.52, plus 130 copies the cost of which the author is required to bear, making a total of \$1,048.52. As explained to you previously, the Bureau of Publications lends doctor's candidates \$400.00 for the printing of their dissertations. This deducted from the amount of my bill leaves a balance of \$648.52.

Although your original grant to me for this purpose was \$300.00, I am wondering, Mr. Stern, if your board would be willing to take care of this additional cost.

The bill practically staggered me when it came, because I find it impossible at the present time to take care of the difference between the amount of the bill and what you previously promised to pay. My total expenses at Columbia were far beyond what I had anticipated, and I have by no means recovered my financial equilibrium. I would, therefore, appreciate any consideration which you can give my request.

Very cordially yours,

*Ambrose Caliver*  
Ambrose Caliver,  
Senior Specialist in the  
Education of Negroes.

Inclosure.



Mr. Stern:

A subsidy for publication of dissertations is usually outside the scope of the JRF. As Mr. Caliver knows this, I feel that he should seek a further grant from other sources or assume the responsibility for the additional \$194.52 himself. His prestige in the Office of Education has been strengthened since he received his Doctorate. This, in my opinion, should suffice for any sacrifices he makes, should he have to stand the additional expense.

GRA:VH

*SAA*

FISK  
UNIVERSITY

AKS	2/2	AKS	2/11
SCHOLARSHIP			
		Chm	2/2

AC/ekg  
 UNITED STATES  
 DEPARTMENT OF THE INTERIOR  
 OFFICE OF EDUCATION  
 WASHINGTON

ADDRESS ONLY  
 THE COMMISSIONER OF EDUCATION

January 30, 1931.

*Fredson*

Mr. Alfred K. Stern, Director & Secretary  
 Julius Rosenwald Fund,  
 900 South Homan Avenue,  
 Chicago, Illinois,

Dear Mr. Stern:

I have your letter of January 27 concerning the publication of my dissertation. In answer to your question of the necessity of publishing it in advance of the National study, Columbia University requests that dissertations be published in the exact form in which they were accepted which means that no changes whatever can be made. For this reason it would be impossible to include the dissertation material in the report of the National study. Of course, in this study mention will be made of my findings which are reported in my dissertation and in the main, the same techniques will be used, but this or any other treatment less than a complete and full printing would not be accepted by the University. I might add that unless we can put the dissertation on the market before the appearance of the National study its sales may be considerably reduced which would probably necessitate my reimbursing the University for the amount represented by the difference between the four hundred dollars which they will lend me and the receipts of the sale of the dissertation.

Were it not for the fact that I am unable to publish the dissertation in a digested form, it would be possible to keep the cost within the limits of the amount advanced by the University.

I wish to thank you for the interest which you have thus far shown in the matter.

Yours very sincerely,

*Ambrose Caliver*  
 AMBROSE CALIVER,  
 Specialist in the Education  
 of Negroes.

OK  
 Change Fellowship Fund  
 gdr



SCHOOL ARCHIVE

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

ADDRESS ONLY  
THE COMMISSIONER OF EDUCATION

WASHINGTON

JANUARY 13, 1931

Mr. Alfred K Stern,  
Rosenwald Foundation,  
900 So. Homan Ave.,  
Chicago, Ill.

My dear Mr. Stern:

Calver-Ambrace

AKS	1-20	AKS	1-23
ERG	1-26	ERG	o
AKS		AKS	-1-27

Enclosed you will find a digest of my dissertation, concerning which I am taking the liberty of writing you at this time, in the hope that you may become interested and see some value in it. This is the outgrowth of a study which I started about four years ago, while I was at Fisk University. Commissioner Cooper and other officials of the Office of Education have become so interested in the possibilities of an enlarged study that I have been allowed to begin a similar research on a National scale. It is believed that the results of such a personnel study of Negro students will be valuable in many ways in helping to shape and direct our educational programs. The American Council on Education is cooperating with the Office of Education in this study to the extent of furnishing 5000 of their Psychological Examinations to accompany our background questionnaires.

It is highly desirable to have my dissertation published in advance of the publication of any part of the National study, and I am, therefore writing you in refernece to the possibility of securing some aid from the Rosenwald Fund in having it printed. Moreover, I am compelled by the University to publish it, and from their standpoint, as well as from my own, it is hoped that we may get it off the press before June. Teachers College, of Columbia University, where I finished my work for the degree, has an arrangement whwerby they advance \$400.00 toward the publication of doctors dissertations with the expectation of making it back through the sales of the books. Many of the dissertations do not cost any more than this amount. However, because of the many tables and graphs which mine contains it will cost \$750.00 to print it. This leaves a balance of \$350.00 which I must pay.

I am wondering, Mr. Stern, if you could in any way help me to raise this balance? I know there are many calls for aid along this line which you must refuse; and I appreciate too the great interst which you are showing in the race generally, and more particularly the encouragement which your Fund recently gave my work here in the Office of Education. All of this makes me hesitate to approach you on this matter; and I have refrained from doing so for many months in the hope that I might find another way. But despite my efforts, I am unable to succeed.

Commissioner Cooper and the Assistant Commissioner would be interested in considering the possibilities of having the Office of Education publish it were it not for the fact they are going to publish the National study which I mentioned before. Dr. Furst, of the Carnegie Foundation has been very much interested in the study from its beginning, and has made some effort to secure assistance for me me, but in vain. Dr. David A. Robinson, President of Goucher College, and formerly Associate Director of the American Council on Education has also been interested in the study, as has Dr. Ben Wood of Columbia University.

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION  
WASHINGTON

ADDRESS ONLY  
THE COMMISSIONER OF EDUCATION

As suggested earlier, Dr. Mann, of The American Council has become interested to the extent of furnishing the psychological examinations, and has also endeavored to aid me in finding means with which to publish the study. Up to the present time, however, he has not succeeded.

Do you think you Board could arrange to advance me the money for a period of two years? I would require that much time because already I have heavy obligations incurred last year when I was studying. I would appreciate very much any consideration which you may be able to show me in this matter and would be most grateful. If there is further information which you may desire I shall be pleased to send it; or if you wish to see the entire manuscript I shall have the Teachers College Publication Bureau send it to.

Very sincerely yours,

*Ambrose Caliver*  
Ambrose Caliver.

FISK  
UNIVERSITY

# A PERSONNEL STUDY OF NEGRO COLLEGE STUDENTS

By Ambrose Caliver

A digest of the study.

## STATEMENT AND PURPOSE OF PROBLEM

The purpose of this study is to ascertain the relation between certain background factors of Negro college students and their subsequent careers in college; and to reveal what importance and utility should be attached to a knowledge of these factors in advising them concerning their entrance into college; and their proper orientation and guidance.

## THE DATA, THEIR SOURCES AND TREATMENT

The data consist of facts concerning the social, economic, and intellectual background; scholastic achievement and interest; and extra-curricular activities of 450 students who entered Fisk University during the years 1926-27-28. The facts were secured from the following sources: (1) Freshman questionnaire, (2) Student's application blank, (3) High school transcript, (4) College transcript of advanced standing students, (5) Registrar's permanent record card of each student, (6) Test scores made on the Otis Self-Administering Test of Mental Ability, (7) Test scores made on the American Council's Psychological Examination, (8) Scores made on diagnostic tests in English and mathematics, (9) Special questionnaire filled out by students who were in residence at Fisk during the winter quarter of 1930, concerning various extra-curricular activities and study habits.

The status of each student was ascertained with respect to his previous social, economic, and scholastic background and his subsequent achievement and interests in college; also the inter-relations between these factors were discovered, by comparing the means, quartiles, etc., of the groups. In addition case studies were made of a limited number of deviates.

## FINDINGS

1. While the majority of the students come from the South, those coming from the North increased 100 per cent from 1926 to 1928. Three-fourths of the students - which per cent is increasing rapidly - come from large cities and from public high schools.

2. A majority of the students have a fairly substantial economic background as measured by home ownership, size of home, and modern conveniences. The average number of children per family was 3.40. More than 50 per cent of all the children in the families represented

have had or are having college experience. Fifty per cent of the brothers and sisters of the students represented, who are working, are engaged in professional occupations. Excluding the professional group, the mothers lead the fathers in formal education. Nearly one-third of the students have one or both parents deceased.

3. Students' interests, outside the regular classwork, in both high school and college, were limited and narrow, the greatest emphasis being placed on athletic activities. A large number of students had traveled widely before entering college, but only a small per cent changed high schools in the course of their careers.

The time spent in study, in college, by the student as a whole, varies in inverse ratio to their intelligence; this is also true with respect to the points of extra-curricular activities carried by the students. The athletes show a slight superiority in intelligence over the non-athletes, but are inferior in their school and college work. Students who entered with advanced standing did not show any superiority over the regularly entering freshman. A larger per cent of girls is sent to college than men and they are younger and also slightly superior in intelligence and school and college achievement. There is a strong tendency for the vocational interest expressed by students upon entering college to be reflected in their choice of a major.

4. There was a significant difference between the intelligence of the entering class of 1926 and that of 1928. The children of the professional, business, clerical, and skilled groups generally maintained a higher rating throughout the entire investigation than those of the farming, domestic, and unskilled groups. While there is considerable shifting between the various groups within these two levels, the children of the clerical group lead all others in practically every test administered.

5. Students from Northern communities outrank those from the South in scores made on the intelligence tests, but the Southern group leads in college achievement. Public school entrants surpass students from private schools in scores made on the intelligence tests and in college achievement. The intelligence of the students is in inverse ratio to the number of children per family; and the amount of schooling possessed by the parents seemed to have little influence on the intelligence rating of the children; it did, however, show a close relation to the length of time the students remain in school. The reading interests of the more intelligent students is more varied and of a higher quality than that of the less intelligent.

6. Nearly one-third of the students had dropped out by the beginning of the tenth quarter after the investigation started. Of the number who left 56 per cent withdrew by the end of their third quarter of residence. The farming and professional groups respectively lost the greatest and smallest per cent of their numbers. The greatest number left on account of scholarship deficiency. Financial difficulties and change of school were the factors next in order as causes of withdrawal.

### CONCLUSIONS

1. The influence of certain background factors seems to be definitely reflected in the trend of college enrollment at Fisk University, and in the equipment which the students bring to college. Some of these factors are: Migration, improved educational facilities in the South, urbanization movement, improved economic status of the Negro, traditional reverence for professional careers, limitation of recreational and cultural opportunities for the Negro in Southern communities.
2. Certain background factors seem to have a definite influence on the subsequent achievement of college students, particularly when a combination of the factors is considered. Some of these factors are: Paternal occupation, high school preparation, certain social background factors and intelligence
3. Some of the background factors seem to have little or no relation to certain other subsequent school and college activities and achievement of students. These factors which show this lack of correlation are: The amount of schooling obtained by the parents and the rating of the students on the psychological examination; the size of the family and the extent of college attendance of the children; the number of brothers and sisters of college experience and the persistence of students in college.

### GENERAL RECOMMENDATIONS

1. That a cooperative study be undertaken by a large number of Negro colleges, to extend over a period of years, along lines similar to the present study.
2. That as rapidly as possible, Negro colleges introduce a more comprehensive system of student personnel records. This should be done on the basis of a cooperative study so as to make the accumulated data comparable.
3. That the program of research so admirably begun by so many Negro colleges and individuals be continued and encouraged and supported by the administration of the various colleges.
4. That a constant effort be made to learn more about our students and to relate that knowledge to the education we try to help them acquire.

SCHOLARSHIP

Calver A

X

December 24, 1930

Dear Dr. Mann: Mr. Embree has asked me to reply to your letter of December 15th, in his behalf. The Julius Rosenwald Fund has not undertaken the publishing of books, although in a great many cases those which have been brought to our attention have been exceedingly interesting and worth while.

As I am sure you realize, if we started doing this sort of thing, we would be deluged by requests from all over the country. Mr. Embree told me to tell you he was very sorry to have to refuse any suggestions from you, but he is sure you will understand our position.

Very truly yours, MARGARET W. SARGENT

Assistant Secretary

MWS:KP

Dr. C. R. Mann,  
American Council on Education,  
20 Jackson Place,  
Washington, D. C.

FISK  
UNIVERSITY

AMERICAN COUNCIL ON EDUCATION

26 JACKSON PLACE  
WASHINGTON, D. C.

7

December 15, 1930.

Mr. Edwin R. Embree,  
Julius Rosenwald Fund,  
900 South Homan Avenue,  
Chicago, Illinois.

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	GRA		GRA	
	ERE	—	MWS	12/24/30

My dear Mr. Embree:

*returned  
12/29/30*

Enclosed is a letter from Ambrose Caliver concerning the printing of his doctor's dissertation, "A Personnel Study of Negro College Students." His letter states his difficulty in getting the thesis published and gives an outline of his conclusions. It is a worthwhile piece of work and significant because it indicates willingness of negro schools to have the students studied by modern personnel methods. Such schools have been reticent on such matters in the past.

I am wondering whether the Rosenwald Fund would care to consider making Mr. Caliver a grant of \$500 to help him publish this study. As I understand it, it would appear as a bulletin from the Bureau of Publications of Teachers College as a doctor's dissertation accepted by Teachers College.

*2/26/31*

Yours very truly,

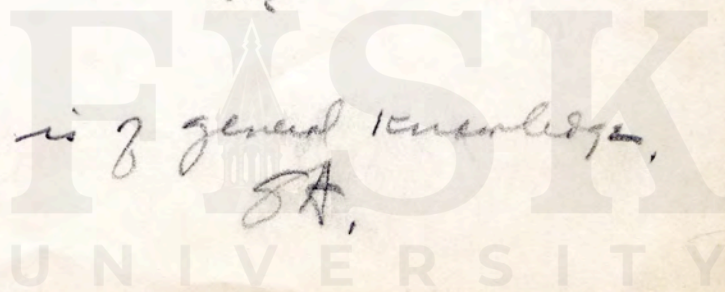
*CR Mann*

CRM:LG

*How you are supporting  
In general are again publishing theses by the Fund*

*Mr. Embree*

*Most of the information is of general knowledge,  
SA,*



THE CARNEGIE FOUNDATION  
FOR THE ADVANCEMENT OF TEACHING  
522 FIFTH AVENUE  
NEW YORK

OFFICE OF THE  
SECRETARY

SCHOLARSHIP

*Embree*

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April 19			
1930			

My dear Mr. Embree

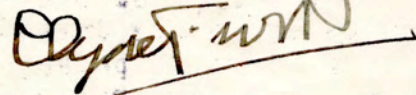
I am obliged by your letter of the seventeenth. Although it is like all of the other responses I have had to my enquiry for Dean Caliver and as such it seems to me regrettable.

There could be few cases of able colored deans of schools of education who have dissertations on subjects that are considered by experts to be of great importance who are applying for a little assistance for making the work even more effective.

However it is very easy to form judgments as to what it would be best for other people to do and I am obliged for your consideration even though it did not result as I had hoped.

With all good greetings,

Very truly yours,



Clyde Furst,  
Secretary.

Mr. Edwin R. Embree, President  
Julius Rosenwald Fund  
900 South Homan Avenue  
Chicago Illinois

CF-N

FISK  
UNIVERSITY

SCHOLARSHIP

*Denied*

*4*

April 17, 1930

Dear Mr. Furst: Thank you for calling our attention to the desire of Dean Caliver of Fisk to secure aid for a journey to Europe this summer.

We are in receipt of scores of appeals of a somewhat similar character from Negroes. While we are giving a few fellowships to colored people, we have had to define very carefully our terms in order to handle the mass of appeals and in order to accomplish results that seem to us of general significance.

I am discussing this with my associates, but since we have restricted our fellowships in most cases to persons engaged in at least a full year's study, I fear this is not the kind of thing we can undertake. You know quite as well as I how necessary it is for foundations to hew to the line if they are to accomplish anything.

Very truly yours,

ERE:DC

EDWIN R. EMBREE

Mr. Clyde Furst, Secretary  
The Carnegie Foundation for  
the Advancement of Teaching  
522 Fifth Avenue  
New York City

FISK  
UNIVERSITY

THE CARNEGIE FOUNDATION  
FOR THE ADVANCEMENT OF TEACHING  
522 FIFTH AVENUE  
NEW YORK

OFFICE OF THE  
SECRETARY

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April 15 1930	

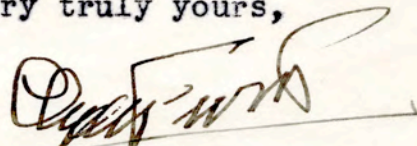
My dear Mr. Embree

It occurs to me that you may possibly be interested in the desire of Dean Ambrose Caliver of Fisk University to secure some aid for an educational journey to Europe this summer

My colleagues and I believe in the study upon which he is engaged but we are not in position to provide assistance in such matters. For some reason it appears that neither Teachers College, where he is doing graduate work, nor the Guggenheim nor the Phelps-Stokes Funds, nor any one else to whom I have spoken about it appears to be in position to provide the assistance.

This is one of the cases upon which I should act instantly were I in position to do so.

Very truly yours,



Clyde Furst,  
Secretary.

Edwin Rogers Embree, Esq.  
President, Rosenwald Fund  
Homan Avenue & Arthington Street  
Chicago Illinois

CF-N

Letter dated 3/28/30 - returned

FISK  
UNIVERSITY

SCHOLARSHIP

*Denied*

X

November 2, 1929

My dear Mr. Caliver: It does seem that the projects you have in mind are always outside the scope of the Julius Rosenwald Fund. This is unfortunately true of the suggestion in your letter of October 27th relative to assistance from the Fund during your months of summer travel in Europe. I wish the decision were otherwise. I hope, however, you will have a good season at Columbia and that your travel abroad will rest and strengthen you for the large job ahead of you at Fisk University.

Very truly yours,

GEORGE R. ARTHUR

GRA:VH

~~Mr. Ambrose Caliver~~  
Livingstone Hall, Box 35  
Columbia University  
New York, New York

FISK  
UNIVERSITY

COLUMBIA UNIVERSITY  
Livingstone Hall  
Box 35

SCHOLARSHIP

October 27  
1929

*Denise*

Mr. George R. Arthur,  
Julius Rosenwald Fund,  
925 South Homan Ave.,  
Chicago, Ill.

X

My dear Mr. Arthur:

I have embarked on my year of study here at Columbia University, and I am glad to report that I am progressing finely in every respect.

I am quite confident that this year of advanced work is going to contribute a great deal to the effectiveness of my services at Fisk University. However, there is still one thing which I feel very much in need of in order to round off my preparation and equipment for the very important post which I hold at Fisk.

I should like so much to spend a few weeks or months this summer travelling in Europe and visiting the various educational and cultural centers. I should like to do this in order to get that larger point of view and outlook which only such a comparative study can give.

Do you think, Mr. Arthur, that your Board would at all consider assisting me in this matter, either by a grant or a loan? I am not at all sure that such a thing comes within the scope of the functions of the Board. However, I should appreciate it very much if you would take the matter up with Mr. Embree; and I shall be glad to go into further details concerning my work here and my plans which I have in mind in connection with my foreign travel and study if you feel that there is a possibility of your Board giving consideration to my request.

With assurances of appreciation for your interest in the past and with cordial good wish, I am

Yours very truly,

*Ambrose Caliver*  
Ambrose Caliver

FISK  
UNIVERSITY

Caliver SCHOLARSHIP

May 3, 1929.

Dear Sir: Thank you for the loan of Bulletin Number Twenty, The Carnegie Foundation for the Advancement of Teaching which I am returning under separate cover. I was delayed in my attempt to read it thru but feel that I have been greatly benefited by holding it a little longer than I promised.

Concerning your letter of April 29th, Mr. Edwin R. Embree, President of the Julius Rosenwald Fund, and I discussed the question of a supplementary subscription to assist you in your work next year. The fear I expressed in discussing the fellowship with you was realized when Mr. Embree stated that the Julius Rosenwald Fund could not come into a fellowship already granted by another Board. He suggested that you take up the matter of supplementing the gift from the Rockefeller group with Dr. Jones. Personally, I am very sorry that nothing can be done for you at the present time.

We are all very much interested in the outline of the "study of the Thousand Fisk University Students" submitted to us in your recent letter.

With best wishes for your success, I remain

Very truly yours,

GEORGE R. ARTHUR

GRA/G

Dean Ambrose Caliver  
Fisk University  
Nashville, Tenn.



Fisk University  
Nashville, Tennessee

SCHOLARSHIP

AMBROSE CALIVER, DEAN

April 29 1929

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	GA		GA	5/3

Mr. George R Arthur  
The Julius Rosenwald Fund  
925 Homan Avenue  
Chicago, Ill

My dear Mr. Arthur:

According to your request I am pleased to enclose herewith a statement of the study which I am making at Fisk University. I believe that it is self-explanatory and will not need elaboration here. If, however, after looking it over there are questions which you should like to ask, I shall be very happy to answer them. As I explained to you when you were here, I am planning to use this as a basis for my Doctor's dissertation at Columbia next year. Before making this decision I had thought of trying to get some Board or Foundation to help me publish it, but if it is to be used as a Doctor's dissertation I shall not need such aid.

However, in this connection I should like to make definite request through you of the Rosenwald Foundation for a fellowship to assist me in my work next year. As you know, I have made application to the General Education Board and I am pleased to say that in today's mail I received notification that the fellowship had been granted. As I explained to you when you were here I should need more financial aid even if the General Education Board had granted me their maximum of \$2,000.00. I was a little shocked however when I learned that they only granted me \$1,400.00 fellowship. Obviously this is a small amount when taking into consideration the fact that there are four members of my family, and also the fact of my expenses in New York as well as my railroad expense. As I have been able to determine what it will cost me to maintain myself in New York and keep my family going here in Nashville for next year, I shall need at least another \$1400.00. I am therefore asking if you will kindly present this matter to your Board and ask their careful consideration of my request.

Thanking you for giving me the opportunity of making this application, and with cordial good wishes, I am

Yours very truly,

*Ambrose Caliver*  
Ambrose Caliver  
Dean

C/J

*You are writing him something of  
suggesting that he take up the  
matter of his needs with Fisk -  
we can't come into a fellowship  
already granted by another Board*



A STUDY OF A THOUSAND FISK UNIVERSITY STUDENTS AND THEIR PREPARATORY SCHOOLS.

Showing their high school, college and post-school achievements and activities.

*By Andrew Calver*

Purpose of the study:

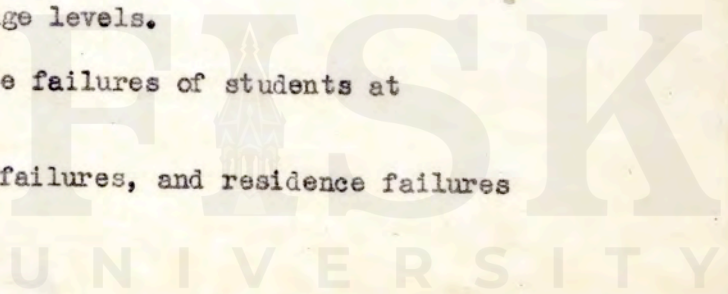
- 1 Gather data concerning accomplishments of students so as to more intelligently evaluate and accredit the work of our feeding schools.
- 2 To determine certain trends with respect to admissions, conditions, failures, ages, geographical distributions, mortality, scholarship averages, graduation, economic and scholastic background, and post-school achievements, etc. with a view to establishing certain guiding principles in determining the aims and objectives of the institution and for the purpose of revising educational policies and procedures.
- 3 To see if the correlations between the various factors such as background, high school record, college successes and failures, early and later vocational interests and activities, etc. are of sufficient significance and validity to suggest an unified, continuous and integrated educational program, not only for Fisk students but for others as well.

Scope of the study.

There are a total of 1025 cases covered by the study. The total number, however, is not embraced in all of the sets of data. It covers a period of 8 years of ten student generations from 1920-21 to 1927-28 and takes in all new students who entered Fisk during that time. The study covers 78 schools in which the group of students that were studied received preparatory training, embracing 40 public high schools, 7 private high schools, 7 public normal and state colleges, and 25 private normal and state colleges.

Types of information revealed by the study.

- 1 New entrants by years according to sexes and by urban and rural sources.
- 2 Total admissions by states.
- 3 Admissions by years according to Northern and Southern source and according to sexes.
- 4 Students admitted with advanced standing according to years and amount of advanced standing credits, and number who graduated.
- 5 Students admitted with advanced standing according to years and types of schools from which they came.
- 6 Number of graduates who entered with advanced standing and length of time all students who entered with advanced standing remained.
- 7 Number of students entering at various age levels.
- 8 Number of entrance failures and residence failures of students at various age levels.
- 9 Number of entrance conditions, entrance failures, and residence failures by years.



- 10 Number and types of entrance failures by graduates and former students according to years.
- 11 Number and types of residence failures of graduates and former students by years.
- 12 Entrance and residence failures by age distributions.
- 13 Correlation between total entrance failures and total residence failures by years.
- 14 Correlation between entrance failures in mathematics and residence scholarship averages in mathematics and science.
- 15 Correlation between entrance failures in English and residence scholarship averages in English, foreign language, history, social sciences, and other reading subjects.
- 16 Number remaining given number of quarters according to years of entrance.
- 17 Number remaining given number of quarters according to age when entering.
- 18 Comparison of average residence tenure of graduates and advanced standing students with entire group by years.
- 19 Number finally graduating of the total admissions for each year.
- 20 Residence tenure of graduates according to year of entrance.
- 21 Number of graduates choosing the various majors.
- 22 Distribution of ages of graduates, of the respective entering classes, at the time of graduation.
- 23 Conditions, failures, scholarship average, tenure, admissions and graduation according to feeding schools.
- 24 Number remaining given number of quarters according to schools.
- 25 Residence failures by subjects according to schools.
- 26 Comparison of scholastic achievement in high school with scholastic achievement in college and graduate and professional schools.
- 27 Study of migration of the group: preschool, school and post school period.
- 28 Occupation of parents.
- 29 Vocational interest as indicated on application blank, and its relation to major study in college and later vocational career.
- 30 Causes of withdrawal of former students.
- 31 Study of grade distribution by subjects according to years.
- 32 Relation of grade distribution over the entire period, in various departments to the teacher turnover.

Each set of data will be presented in a table with explanations and will be profusely illustrated with graphs, diagrams, charts, etc. The various chapter headings which will constitute the organization outline of the study are as follows:

- I Introduction
- II Admissions
- III Advanced Standing Students
- IV Age distributions
- V Conditions and Failures
- VI Tenure of Residence or Mortality
- VII Graduates
- VIII Correlation of high school scholastic record and college, graduate and professional record.
- IX Correlation of **psychological** and achievement test scores of certain groups
- X Vocational interests and activities.
- XI Migration
- XII Scholarship Averages and Grade Distribution.
- XIII Social and economic background
- XIV Feeding Schools
- XV Observations and conclusions.





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Remarks:

Mr. Levin:

Kindly note Mr. Embree's approval of this grant which is to be charged against the fellowship fund.

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 PLS Prof. Town

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