

The University of Chicago

Department of Chemistry

November 21, 1923

Dean James H. Tufts
University of Chicago

Dear Dean Tufts:

I am inclosing a copy of a letter to Dean Laing in regard to the case of Mr. Frank G. Frese who was allowed to take $54\frac{1}{2}$ majors of work before receiving his Bachelor's degree, the delay being caused by an unfulfilled requirement in English 3. His petition to have the excess of $18\frac{1}{2}$ majors transferred to the graduate school of science was denied on a technicality, and I have entered an appeal for reconsideration. I am inclosing also a summary of the facts of the case as sent to me by Mr. Payne, and as prepared by myself in a letter to Mr. Payne dated October 31.

I would urge that you glance over this material because it is a case which involves, I believe, the good name of the University and the question of the administrative efficiency of the University in its dealings with students.

Yours sincerely,

Julius Stieglitz

The University of Chicago

Department of Chemistry

November 21, 1928

Dean James H. Tufts
University of Chicago

Dear Dean Tufts:

I am inclosing a copy of a letter to Dean Loring in regard to the case of Mr. Frank G. Reese who was allowed to take his major of work before receiving his Bachelor's degree, the delay being caused by an untimely withdrawal in English 3. His petition to have the excess of 10% majors transferred to the graduate school of science was denied on a technicality, and I have entered an appeal for reconsideration. I am inclosing also a summary of the facts of the case as sent to me by Mr. Payne, and as prepared by myself in a letter to Mr. Payne dated October 31.

I would urge that you glance over this material because it is a case which involves, I believe, the good name of the University and the question of the administrative efficiency of the University in its dealings with students.

Yours sincerely,

William B. Smith

The University of Chicago

Department of Chemistry

November 20, 1923

Dean Gordon J. Laing
University of Chicago

Dear Dean Laing:

The case of Mr. Frank Frese is being referred to a committee of the faculties of the graduate schools. While the matter is still fresh in our minds, I should like to bring before you the facts of the case as given in the inclosed copies of Mr. Payne's outline of communications to Mr. Frese and of my letter of October 31 to Mr. Payne.

May I call your attention to the following evident conclusions, which seem to me of vital importance not only in the decision concerning Mr. Frese's petition but still more in regard to the efficient work of our administrative machinery.

1. You will note in the official communications to Mr. Frese from his deans or from the Recorder's Office listed by Mr. Payne that there is a total absence of any warning to Mr. Frese that the graduate work he was doing before graduation (18½ majors with an average grade above A-) could not be counted toward any graduate degree! Presumably this complete absence of any warning was due to his college dean's ignorance of the ruling of the deans of the graduate faculties. The Recorder and Examiner is the official who would most naturally be expected to bridge this gap between the machinery of the colleges and that of the graduate schools, but very clearly the Recorder and Examiner's Office did not function in the present case in this respect.

This inaction on the part of the college deans and of the Recorder and Examiner is paralleled only by the fortuitous way in which Mr. Frese was allowed to learn only in the fifth quarter of his graduate work that he could meet the lacking English requirement by taking an exemption examination in place of the course! (See paragraph 5 of my letter to Mr. Payne.)

2. There is not a single word about the regulation on the basis of which this petition has been denied in the Handbook of the Graduate Schools, which candidates for higher degrees are requested to consult in regard to the regulations concerning graduate work accepted for the degrees! It was codified only two or three years ago for this very purpose! I could find nothing in the Annual Register or in the departmental circulars, and I am wondering if there is a single place where Mr. Frese could have found the warning in default of advice from his dean and from the Recorder and Examiner. Perhaps you would be willing to help me in finding the information?

3. The one official who did advise Mr. Frese in regard to this question was the late Dean Salisbury, and his advice is reflected in the

The University of Chicago
Department of Chemistry

November 12, 1923

Dear Mr. Tamm:

The case of Mr. Tamm's resignation is being referred to a committee of the University of Chicago. While the matter is still fresh in our minds, I should like to bring before you the facts of the case as given in the enclosed copies of Mr. Tamm's resignation and of my letter of October 21 to Mr. Tamm.

I call your attention to the following pertinent conclusions which arose from the investigation not only in the decision concerning Mr. Tamm's resignation but also in regard to the efficient work of our administrative machinery.

1. You will note in the official communication to Mr. Tamm from his home or from the President's Office dated by Mr. Tamm that there is a total absence of any warning to Mr. Tamm that the University work he was doing before resignation (1922-23) was with an average grade above 4.0. I could not be certain of this because I have not seen a copy of this complete absence of any warning and as to his college work a letter and a number of the ruling of the University Faculty. The President and the Board of Trustees of the University of Chicago were not expected to bridge the gap between the resignation of the professor and the University's action. But very clearly the University and President's Office did not function in the present case in this respect.

This information on the part of the college came out of the President and Executive is furnished only by the University way in which Mr. Tamm was allowed to leave only in the light of the University's work that he could meet the faculty's resignation by taking an exception to resignation in place of the college. (See paragraph 2 of my letter to Mr. Tamm.)

2. There is not a single word about the resignation on the basis of which this position has been filled in the University of Chicago. Schools, which are considered for resignation and resignation to resign in regard to the resignation, certainly require work completed for 2-3 degrees. It was called only two or three years ago for this very purpose. I could find nothing in the University's records or in the correspondence elsewhere, and I am wondering if there is a single place where Mr. Tamm could have found the warning in detail of action from his dean and from the President and Executive. Perhaps you would be willing to help me in finding the information.

3. The case of Mr. Tamm's resignation is still under consideration in the question was the late John D. Rockefeller, and his action is reflected in the

official letter which is in my hands, and which is given in part³ of my letter to Mr. Payne. It is clearly evident from Dean Salisbury's letter that he encouraged Mr. Frese to do exactly what he has done, namely to accumulate graduate credits while awaiting an opportunity to complete his correspondence study course in English, and that he, Dean Salisbury, would then carry the case before the faculty with his recommendation to grant the graduate credit desired! It is to be regretted that Dean Salisbury is not here to defend this course--which was in complete harmony with his general attitude on this question, *and but* I presume even Dean Salisbury did not expect the graduate work to drag out to the extent of 18½ majors! The check and warning should have come from the college deans or the University Examiner, and this enormous accumulation of credits only makes the case the worse for our administration. But Mr. Frese should not be made the victim of these unfortunate circumstances, since it is clear that this support from the Dean of the Graduate School of Science whom he consulted, was the leading influence in encouraging Mr. Frese to carry out his program of advanced work.

4. Since the earliest days of the University the faculties have consistently ruled that our students should not be made the victims of errors of omission and commission in our administrative machinery. I believe the denial of Mr. Frese's petition if insisted upon would make him a victim of such errors both of commission and of omission, and I am quite sure the University cannot afford to sacrifice two years of an earnest and successful student to such maladministration. What the case should teach us, is to avoid such difficulties in the future: (a) by publishing the regulation in question in the Handbook of the Graduate Office; (b) by insisting that the Office of the Recorder and Examiner perform more efficiently its liaison duties between the various faculties in the matter of their regulations; (c) by asking the deans of the colleges to consider the rulings of the faculties of the graduate school as given in the Handbook in advising students just short of their graduation.

I imagine that on full consideration of the case, ^{we} ~~you~~ will find ourselves in agreement about it, at least to the extent of most of the issues raised.

Yours sincerely,

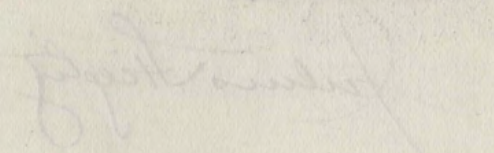
Julius Hieft

JS/MS

official letter which is in my hands, and which is given in part of my letter to Mr. Brown. It is clearly evident from Dean Salisbury's letter that he encouraged Mr. Brown to do exactly what he has done, namely to encourage graduate students while making an opportunity to complete his correspondence study course in English, and that he, Dean Salisbury, would then carry the case before the faculty with his recommendation to grant the graduate credit desired. It is to be regretted that Dean Salisbury is not here to defend this course which was in complete harmony with his general attitude on this question. I presume even Dean Salisbury did not expect the graduate work to drop out to the extent of 185 majors! The check and warning should have come from the college board or the University Executive, and this enormous accumulation of credits only moves the case the worse for our administration. But Mr. Brown would not be under the victim of these administrative errors, since it is clear that this report from the Dean of the Graduate School of Science when he consulted, was the leading influence in encouraging Mr. Brown to carry out his program of advanced work.

4. Since the earliest days of the University the faculties have consistently ruled that any student should not be made the victim of errors of omission and commission in our administrative machinery. I believe the denial of Mr. Brown's petition is limited upon would make him a victim of such errors both of commission and of omission, and I am quite sure the University cannot afford to sacrifice two years of an earnest and successful student to such misadministration. What the case should teach us, is to avoid such difficulties in the future: (a) by publishing the regulations in question in the handbook of the Graduate Office; (b) by limiting that the Office of the Registrar and Executive perform more efficiently its liaison duties between the various faculties in the matter of their regulations; (c) by asking the deans of the colleges to consider the rulings of the faculties of the Graduate School as given in the handbook in advising students just short of their graduation.

I imagine that on full consideration of the case, we will find ourselves in agreement about it, at least to the extent of most of the known facts.

Yours sincerely,


23.12

(Copy)

THE UNIVERSITY OF CHICAGO

OFFICE OF THE RECORDER AND EXAMINER

October 20, 1923

Memoranda concerning the case of Frank G. Frese

1. December 7, 1920: Attention was specifically called by letter to the requirement of English 3, with suggestion that this work could be done through the Correspondence-Study Department.
2. December 10, 1920: Inquiry as to whether he expected to complete requirements for his degree for either the March or June Convocation, 1921. Replied that he did not expect to graduate in March.
3. April 13, 1921: Reported that he would not be ready to graduate in June, that "the earliest possible time of my becoming a candidate will be at the end of the summer term."
4. August 18, 1921: Letter addressed to him inquiring when he expected to finish English 3. "Will it be in time to graduate September 2; if not, will it be in time to graduate December 20?" No answer.
5. Continued in residence, taking advanced courses in physics and chemistry until his total credit at the end of the summer, 1923, amounted to $54\frac{1}{2}$ majors.
6. Passed exemption examination in English 3, July 21, 1923, and received his Bachelor's degree August 31, 1923.

(Copy)

THE UNIVERSITY OF CHICAGO

OFFICE OF THE RECORDS AND EXAMINATIONS

October 30, 1933

Memoranda concerning the case of Frank G. Brown

1. December 7, 1930: Attention was specifically called by letter to the requirement of English 3, with suggestion that this work could be done through the Correspondence Study Department.
2. December 10, 1930: Inquiry as to whether he expected to complete requirements for his degree for either the March or June Convocation, 1931. Replied that he did not expect to graduate in March.
3. April 13, 1931: Reported that he would not be ready to graduate in June, that "the earliest possible time of my becoming a candidate will be at the end of the summer term."
4. August 16, 1931: Letter addressed to him inquiring when he expected to finish English 3. "Will it be in time to graduate September 2; if not, will it be in time to graduate December 30?" No answer.
5. Continued in residence, taking advanced courses in physics and chemistry until his total credit at the end of the summer, 1932, amounted to 144 credits.
6. Passed exemption examination in English 3, July 21, 1932, and received his Bachelor's degree August 21, 1932.

(Copy)

October 31, 1923

Mr. W. A. Payne
University Examiner

Dear Mr. Payne:

I was astonished to read of the action of the faculty of the Graduate Schools in the case of Mr. Frese. If I had anticipated that there could be the least question or doubt in the case I should have attended the meeting in person. As it is, we stand now on record as follows:

1. The University advised Mr. Frese to take the missing elementary course in English by correspondence, and he registered for this course by correspondence and started work on it.

2. He became a resident student in the autumn of 1921 and when he attempted to finish the course by correspondence for which the University had collected a fee of \$19, he was told that no lessons could be received while he was in residence.

3. He saw Dean Salisbury before beginning his residence work in October 1921, and received from him the following statement dated October 7, 1921:

"On second thought I think it best not to issue the statement for which you asked yesterday. I have never done so in any case. I have no doubt that the matter can be adjusted as you wish (underscoring by J.S.) and ought to be, but I would rather adjust it later when the time for the Master's degree comes. I can take it to the faculty with much better effect then than now."

If this is not official and moral approval of the course contemplated by Mr. Frese, I do not know how to interpret statements.

4. Mr. Frese desired to save his once paid tuition (he had worked his way up to give himself his own education at his own expense, and could not afford to waste a matter of \$19) by sending in Correspondence Study lessons during vacation. He was told of the ruling of the University expressed by the Correspondence Study Department that no lessons would be received while he was in residence. His only chance to complete the course by correspondence and save paying the University a double fee was in the month of September 1 to October 1 of 1922 when he was ill.

(Copy)

October 31, 1933

Mr. W. A. Payne
University of Kansas

Dear Mr. Payne:

I was astonished to read of the action of the faculty of the Graduate School in the case of Mr. Hesse. If I had anticipated that there could be the least question or doubt in the case I should have attended the meeting in person. As it is, no action was taken as far as the faculty is concerned.

1. The University advised Mr. Hesse to take the missing correspondence course in English by correspondence, and he registered for this course by correspondence and started work on it.

2. He became a resident student in the autumn of 1931 and when he attempted to finish the course by correspondence for which the University had collected a fee of \$10, he was told that no lessons would be received while he was in residence.

3. He now lives in Lawrence, Kansas, and received from him the following statement dated October 7, 1931:

"On second thought I think it best not to leave the statement for which you asked yesterday. I have never done so in any case. I have no doubt that the matter can be adjusted as you wish (understanding by J. S.) and ought to be, but I would rather adjust it later when the time for the Master's degree comes. I can take it to the faculty with much better effect then now."

If this is not official and formal approval of the course contemplated by Mr. Hesse, I do not know how to interpret it.

4. Mr. Hesse desired to save his own tuition and had worked his way up to give himself his own education at his own expense, and could not afford to waste a matter of \$10 by sending in correspondence study lessons during vacation. He was told of the ruling of the University expressed by the correspondence study department that no lessons would be received while he was in residence. His only chance to complete the course by correspondence and save paying the University a double fee was in the month of September 1 to October 1 of 1932 when he was ill.

5. Mr. Frese only learned in the spring of 1923 of the regulation permitting him to take an "exemption examination" in English and thus avoiding taking the course in residence with payment of a duplicate fee for it. The memoranda received by him from the Examiner's Office were indeed silent about this way out of the difficulty. He promptly passed the exemption examination in July.

6. The University apparently was willing to allow Mr. Frese to register for, and complete, the equivalent of two years of advanced work beyond that required for the baccalaureate degree ($54\frac{1}{2}$ majors). The taking of advanced work evidently had the distinct approval of Dean Salisbury. His record in this advanced (graduate) work shows an average of A- to A both in chemistry, his major subject, and in physics. Is it claimed that this work was of lower quality because of the postponed exemption examination in English? His work in fact stamped him as the best type of man to be encouraged to go on to the doctorate degree and decidedly superior to the average Master. The policy of the University of Chicago is to recognize and encourage real ability and not to destroy the fruit of its efforts.

7. In the face of this record, the one objection to the request to recognize the graduate work done as an undergraduate at its excellent face value, seems to have been the objection raised by the former dean of the Graduate School of Arts and Literature that "it has been the policy of the Graduate Schools to credit work completed by a student before the baccalaureate degree was conferred toward a higher degree, only to the extent to which the excess credit was gained after all requirements for the baccalaureate degree had been fulfilled." This may be no doubt a very wise rule for the average case, but like every rule not intrinsically vital, one which can be waived with advantage when the case warrants this. It evidently has not been such a fixed policy that the late Dean Salisbury was thereby deterred from morally approving Mr. Frese's plan to push right on with his graduate work and absolve the English requirement when the opportunity presented itself. Nor is there a word about any such rule in the Graduate Handbook which is the recent codified statement of our regulations for would-be candidates for our higher degrees.

Under the circumstances, I hope the faculty of the Graduate Schools will reconsider this case and allow the credit asked for, on the grounds of excellency of work and of confused University advice given, and because the penalty of the loss of two full years of advanced work is a penalty out of all proportion to any error committed. Sufficient penalties, if any are needed, are to be found indeed in the fact that Mr. Frese for two years lost the prestige and privileges of a graduate student, and paid higher tuition fees (\$60 in place of \$50 per quarter) to the University than would have been the case if the bar to his graduate standing had been removed.

It is to be noted that while Mr. Frese would have ample credit for the M.S. degree, his plan is to carry out a piece of laboratory research for his dissertation, covering two more majors--giving evidence of his seriousness of purpose in preparing himself professionally. He subsequently will become a candidate for the Ph.D. degree with the approval of the department.

Yours truly,

JS/MS

8. Mr. Press only learned in the spring of 1922 of the regulation permitting him to take an "exceptional examination" in English and thus avoid taking the course in residence with payment of a duplicate fee for it. The manuscript received by him from the Examiner's Office was indeed silent about this way out of the difficulty. He promptly passed the examination on examination in July.

9. The University apparently was willing to allow Mr. Press to register for, and complete, the equivalent of two years of advanced work beyond that required for the baccalaureate degree (B.S. degree). His record showed work equivalent to the baccalaureate degree (B.S. degree) in this advanced (graduate) work shows an average of A- to A- in chemistry, his major subject, and in physics. It is claimed that this work was of lower quality because of the postponed examination in English? His work in fact stands him as the best type of man to be encouraged to go on to the doctorate degree and decidedly superior to the average student. The policy of the University of Chicago is to recognize and encourage real ability and not to destroy the fruit of its efforts.

10. In the face of this record, the one objection to the request to recognize the graduate work done as an undergraduate at the excellent fact seems to have been the objection raised by the former dean of the Graduate School of Arts and Letters that "it has been the policy of the Graduate School to credit work completed by a student before the baccalaureate degree was conferred toward a higher degree, only to the extent to which the excess credit was gained after all requirements for the baccalaureate degree had been fulfilled." This may be no doubt a very wise rule for the average case, but this every rule not inflexibly vital, one which can be waived with advantage when the case warrants this. It is evidently has not been such a fixed policy that the late Dean Seligman was thereby deterred from morally approving Mr. Press's plan to push right on with his graduate work and achieve the English requirement when the opportunity presented itself. Now is there a word about any such rule in the Graduate Handbook which is the recent codified statement of our regulations for would-be candidates for our higher degrees.

Under the circumstances, I hope the faculty of the Graduate School will reconsider this case and allow the credit asked for, on the grounds of expediency of work and of continued University service given, and because the penalty of the loss of two full years of advanced work is a penalty out of all proportion to any error committed. Subsequent permission, if any are needed, are to be found indeed in the fact that Mr. Press for two years lost the privilege and privilege of a Graduate student, and paid higher tuition fees (\$50 in place of \$20 per quarter) to the University than would have been the case if the bar to his graduate standing had been removed.

It is to be noted that while Mr. Press would have ample credit for the M.S. degree, his plan is to carry out a piece of laboratory research for his dissertation, covering two more years - giving evidence of his readiness of purpose in preparing himself professionally. He manifestly will become a candidate for the Ph.D. degree with the approval of the department.

Yours truly,

OFFICE OF THE RECORDER

December 4, 1924

The Colleges
BY

A meeting of the Executive Board of the Colleges of Arts, Literature, and Science will be held in Room 116, Cobb Hall, Monday, December 8, at 7:00 P.M., to consider the content and use of the document called "A Theory of Education", of which a copy is enclosed herewith. Members of the Board are asked, for the present, to regard this document as confidential.

The following order of procedure is proposed:

MOVED, that the document called "A Theory of Education", revised in accordance with the suggestions made in the present discussion, be submitted to the Faculty of the Colleges of Arts, Literature, and Science.

MOVED, that the revision be entrusted to the Dean of the Colleges and two other members of the Board.

MOVED, that when thus submitted, there be submitted with it the following resolution and motions:

Resolved, that this Faculty approves in general the plan of education set forth in the document called "A Theory of Education."

Moved, that a copy of this document be transmitted to the Senate with a record of the foregoing resolution and the request that the document be considered by the Senate after it shall have been considered by a majority of the faculties of the University.

Moved, that copies of this document be transmitted to the several faculties of the University, with the request that each faculty give it early consideration and report its approval, or such other action as it may take, to the University Senate.

Moved, that the Dean of the Colleges be requested to submit to this Faculty a statement showing to what extent the plan could be carried out within the Colleges under the present organization.

Walter A. Payne
UNIVERSITY RECORDER

MINUTES OF THE BOARD

December 4, 1934

A meeting of the Executive Board of the College of Arts, Literature, and Science was held in Room 112, Old Hall, January 8, at 7:30 P.M. The members of the Board and one of the faculty called "Education", of which a copy is enclosed herewith. Members of the Board are asked, for the present, to regard this document as confidential.

The following order of business is proposed:

MOVED, that the document called "A Theory of Education", revised in accordance with the suggestions made in the previous discussion, be submitted to the Faculty of the College of Arts, Literature, and Science.

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MOVED, that copies of this document be transmitted to the several Faculties of the University, with a request that each Faculty give its own consideration and report its approval or other action as it may take, to the University Board.

MOVED, that the Dean of the College be requested to submit to this Faculty a statement of action to be taken in the plan as it is carried out within the College under the present organization.

A THEORY OF EDUCATION

I

In the complete educative development of the individual there are three main stages. The first is the stage of preparatory education. Its purpose is to establish in the child the primary adaptations which make systematic study possible. The second is the stage of general education. Its purpose is to insure the proper adjustment of the individual to the environment in which he is to live. The third is the stage of special education. Its purpose is to develop power in some special field of intellectual activity.

While a certain period of years may be indicated as corresponding to each of the several stages of education in the case of an individual of average ability, the time to be spent by any given individual in a given stage of education is to be determined not by its correspondence to that period of years, but solely by the time, less or greater, required by that individual to fulfill the purpose of the stage of education in question.

With the first of the three stages we are not here concerned. Broadly speaking, it is well cared for now in the best elementary schools. It corresponds to a period of about six years in the case of a child of average ability--that is, supposing the child to start schooling at the usual age of six, from the time he is six through the time he is eleven.

II.

The purpose of general education, as we have said, is to insure the proper adjustment of the individual to the environment in which he is to live.

I

In the complete educative development of the individual there are three main stages. The first is the stage of preparatory education. Its purpose is to establish in the child the primary adaptations which make systematic study possible. The second is the stage of general education. Its purpose is to insure the proper adjustment of the individual to the environment in which he is to live. The third is the stage of special education. Its purpose is to develop power in some special field of intellectual activity.

While a certain period of years may be indicated as corresponding to each of the several stages of education in the case of an individual of average ability, the time to be spent by any given individual in a given stage of education is to be determined not by its correspondence to that period of years, but solely by the time, less or greater, required by that individual to fulfill the purpose of the stage of education in question.

With the first of the three stages we are not here concerned. Broadly speaking, it is well cared for now in the best elementary schools. It corresponds to a period of about six years in the case of a child of average ability—that is, supposing the child to start schooling at the usual age of six, from the time he is six through the time he is eleven.

II.

The purpose of general education, as we have said, is to insure the proper adjustment of the individual to the environment in which he is to live.

General education involves the attainment of three types of independence--intellectual, aesthetic, and moral: the power to think as well as any save a specialist has need to think in the major fields in which civilized societies of the past and of the present have done and are doing their thinking; the power independently to enjoy the fine arts and to absorb their values into one's own life; and the power to live as a responsive member of society.

The attainment of such intellectual independence appears to us to involve (1) ability to conceive the past as a process of evolution; (2) generalized control of the thinking processes; (3) ability to think in simple mathematical terms; (4) ability to use the simpler fundamental concepts of the sciences of (a) general biology, (b) chemistry, (c) physics, (d) geography, (e) geology, (f) astronomy, (g) economics, (h) politics, (i) human psychology; and (5) linguistic ability including (a) ability to use the vernacular correctly and clearly, (b) ability to use non-vernacular languages as a means of understanding the racial habits of thinking employed by other peoples, and as a means of access to the materials of learning and culture, and (c) the attainment of a linguistic sense, and of an appreciation of the phenomena of language as a means of intercommunication and as an expression of human thought.

The attainment of such aesthetic independence appears to us to involve (1) the power of appreciating literature; (2) the power of appreciating music and the pictorial and plastic arts. In each case the power should be so developed as to reach beyond the enjoyment of the values of specific art products into

General education involves the attainment of three types of independence--intellectual, aesthetic, and moral; the power to think as well as to have a specialist's need to think in the major fields in which civilized societies of the past and of the present have done and are doing their thinking; the power independently to enjoy the fine arts and to absorb their values into one's own life; and the power to live as a responsible member of society.

The attainment of such intellectual independence appears to us to involve (1) ability to conceive the past as a process of evolution; (2) generalized control of the thinking processes; (3) ability to think in simple mathematical terms; (4) ability to use the simpler fundamental concepts of the sciences of (a) general biology, (b) chemistry, (c) physics, (d) geography, (e) geology, (f) astronomy, (g) economics, (h) politics, (i) human psychology; and (5) linguistic ability including (a) ability to use the vernacular correctly and clearly, (b) ability to use non-vernacular languages as a means of understanding the racial habits of thinking employed by other peoples, and as a means of access to the materials of learning and culture, and (c) the attainment of a linguistic sense, and of an appreciation of the phenomena of language as a means of intercommunication and as an expression of human thought.

The attainment of such aesthetic independence appears to us to involve (1) the power of appreciating literature; (2) the power of appreciating music and the pictorial and plastic arts. In each case the power should be so developed as to reach beyond the enjoyment of the values of specific art products into

the enjoyment of similar values in the realms of sight and sound and human society. In neither case is creative production a primary object in the stage of general education.

The attainment of such moral independence appears to us to involve (1) rational apprehension of the principles of ethics; (2) a consciousness of the obligations which the individual owes to society, and active fulfillment of such obligations; (3) the acquisition of those habits under the control of which men live together advantageously in social groups and which are commonly classified as good breeding; (4) the acquisition of habits conducive to the intelligent maintenance of physical well-being.

It should be observed that in thus defining the aims of general education we consciously avoid putting any emphasis on the acquisition of knowledge, or even upon good citizenship. The former is only the material of the educative process. The latter is an inevitable implication of the process of general education as we have defined it.

III.

We venture next to submit a somewhat fuller statement, on the general plan already outlined, of the content of general education as we conceive it.

Ability to conceive the past as a process of evolution involves (a) a survey of civilization viewed not as a chronicle of events but as a study of the great movements in human evolution; (b) modern history conceived in the same manner as the foregoing, and including the history of the United States as part of the modern period.

The enjoyment of similar values in the realm of spirit and sound and human society. In neither case is creative production a primary object in the stage of general education. The attainment of such moral independence appears to us to involve (1) rational apprehension of the principles of ethics; (2) a consciousness of the obligations which the individual owes to society, and active fulfillment of such obligations; (3) the acquisition of those habits under the control of which men live together advantageously in social groups and which are commonly classified as good breeding; (4) the acquisition of habits conducive to the intelligent maintenance of physical well-being.

It should be observed that in thus defining the aims of general education we consciously avoid putting any emphasis on the acquisition of knowledge, or even upon good citizenship. The former is only the material of the educative process. The latter is an inevitable implication of the process of general education as we have defined it.

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We venture next to submit a somewhat fuller statement, on the general plan already outlined, of the content of general education as we conceive it.

Ability to conceive the past as a process of evolution involves (a) a survey of civilization viewed not as a chronicle of events but as a study of the great movements in human evolution; (b) modern history conceived in the same manner as the foregoing, and including the history of the United States as part of the modern period.

Generalized control of the thinking processes involves the study of logic viewed as a description of the methods of valid thinking.

Ability to think in simple mathematical terms involves study of the essentials of algebra, geometry as a system of space relations, and the essentials of trigonometry.

Ability to use the simpler fundamental concepts of chemistry involves an understanding of the essential nature of chemical changes, and the applications of chemistry to everyday life.

Ability to use the simpler fundamental concepts of physics involves an understanding of the fundamental laws and physical properties of matter, and the application of physics to everyday life.

Ability to use the simpler fundamental concepts of geography involves an understanding of the more important relations between representative groups of people and the combination of natural environmental conditions in the regions in which they live.

Ability to use the simpler fundamental concepts of geology involves an understanding of the major geological processes, of their use in interpreting the physical history of the earth, and of the development of life through the geologic past.

Ability to use the simpler fundamental concepts of astronomy involves an understanding of the unity of the universe and its relation to science and life.

Ability to use the simpler fundamental concepts of economics involves an understanding of the major aspects of the economic organization of society and the major economic controls.

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Ability to use the simpler fundamental concepts of economics involves an understanding of the major aspects of the economic organization of society and the major economic controls.

Ability to use the simpler fundamental concepts of politics involves an understanding of American civil institutions, liberty and the law, the nature of the political state, the nature of the law, the main historical bodies of law as civil controls.

Ability to use the simpler fundamental concepts of human psychology involves an understanding of the processes of the mental organism, and the development of an intelligent attitude toward the problems of the mental life.

Ability to use the vernacular correctly and clearly involves an understanding of conventional usage and the essential grammar of the English sentence. English composition should be learned primarily as a part of the learning process in the various other studies of the curriculum, especially in history, literature, and the sciences. The instruction should not include training in special forms of writing, or training in the higher refinements of diction.

Ability to use non-vernacular languages for the purposes indicated, and the attainment of a linguistic sense and appreciation of the type indicated, involve the ability to read with ease two foreign languages. The instruction should develop power in reading as dependent upon knowledge of the vocabulary, grammatical structure, and the racial idioms. Through comparison with the vernacular the instruction should emphasize the fundamental features of language as an expression of human thought.

The power of appreciating literature involves (a) acquaintance with the English classics and contemporary literature, and (b) with the literatures of the foreign languages studied. Education in the field of literature should include not only work by a class as a whole, but individual conference work and the

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guidance of individual reading not necessarily related to class work.

The power of appreciating the other fine arts involves description of an experience in the typical forms of music and of the pictorial and plastic arts.

Rational apprehension of the principles of ethics involves a realization of the moral order in society as the result of evolutionary processes, and a knowledge of the principal data of ethics as a rational body of principles.

The acquisition of habits conducive to the intelligent maintenance of physical well-being involves (a) a study of human anatomy, physiology, and hygiene, designed to develop an intelligent attitude toward the regulation and control of the bodily organism; and (b) physical development through directed exercise.

Such physical development, together with the other main media for the attainment of moral independence, namely, the consciousness of the obligations which the individual owes to society and their active fulfillment and the acquisition of habits of good breeding, are to be attained less through specific instructions than through organization of the social life of the students.

A certain time may be indicated as that normally to be devoted by a student of average ability to each of the curricular processes thus enumerated; but it should be understood that some students will require less and some more time for the completion of a given process, and that such completion is to be determined not by lapse of months, but by evidence that the student has in fact attained the particular ability in question.

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fact attained the particular ability in question.

A careful estimate of the time necessary for a student of average ability to complete such a course of general education indicates a period of between seven and eight years as normal,-- that is, in a thoroughly typical case, from the time the student is twelve to the time he is eighteen or nineteen. (1)

Such a course may well be supplemented by special project and voluntary work of various sorts in a field of particular interest to the individual student.

Such a general education as that just outlined we conceive to be eminently desirable for, and indispensable to the proper training of, all American youths, no matter what their later career is to be--whether in business, in the household, in creative art, in teaching, in research, in law, in medicine, in the ministry, in public service of any sort. Nor do we believe that specialization with a view to preparation for a particular career should begin until such a general education is finished.

Finally, it is important to observe that the individual student, and his qualifications and needs, are the matters of primary concern, and that an intelligent administration, although it should regard the curriculum described above as appropriate to the normal individual, should be free to make such adaptations to special cases as peculiar circumstances may demand.

(1) The time to be given to each subject in a thoroughly typical case may be estimated as follows, in terms of units (a unit representing not less than 4 hours per week of work throughout a school year): English, 1; History, 2; Logic, 1/2; Geography, 1; Mathematics, 3; General Biology, 1 1/2; Chemistry, 1 1/2; Physics, 1 1/2; Geology, 1/2; Astronomy, 1/2; Economics, 2; Politics, 1; Human Psychology, 1/2; Foreign Language, 4; English Literature, 3; Foreign Literature, 2; Music, 1; Pictorial and Plastic Arts, 1; Ethics, 1/2; Human Anatomy, Physiology, and Hygiene, 1. Total--29.

A careful estimate of the time necessary for a student of average ability to complete such a course of general education indicates a period of between seven and eight years as normal. That is, in a thoroughly typical case, from the time the student is twelve to the time he is eighteen or nineteen. (1)

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IV.

At that point, we believe, special education should begin. Such education, involving for each chosen career special objectives and conditions of work, involves curricula differing so much in content and in length that it is not feasible or necessary to survey them here.

It is, however, our firm belief that the general education outlined above will provide, for any career, personnel of a higher order of intelligence and of power than can be otherwise obtained--of a far higher order than that of the present entrants into our special schools.

All education on this level is or would be characterized by definiteness and seriousness of purpose.

The process of specialization in the fields of arts, literature, and science, at least, should be somewhat gradual. In the first year of special study in such a field as chemistry, for instance, much of the time should be used in building up an advanced knowledge of other sciences ancillary thereto; whereas in the second and later years, study, unless it be specifically of an inter-departmental character, may be devoted primarily to work within the field of the major subject.

Different curricula, as has been said, would require different lengths of time: but we confidently assert that such a general education as that outlined above will in general make possible the qualification of men and women for entrance upon effective professional work at an age from one to two years earlier than is now the case.

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V.

We turn now to the institutional implications of the process of education as we conceive it.

Three stages of education therefore, three types of school. For the first stage the elementary school--and for this we ask nothing better than the normal result of a steady improvement of the best elementary schools of the present day. For the second stage--now covered by the junior high school, the high school, and the junior colleges or the first two years of the four year college there should be logically and practically a single school, which we may term, to avoid confusion with existing names, the collegiate school. For the third stage, now covered by the last two years of college and by various professional and special schools which now start at various levels, there should be, as at present, many specialized schools--starting, however, at the same level.

VI.

Our chief concern is with the collegiate school.

The assertion that for the whole period of general education there should be a single school rests, first, upon the belief that within the field to be covered during this period there is not, either in the nature of that which is to be acquired or in the process of acquisition, any differentiations as fundamental as to warrant the establishment or maintenance of differentiated institutions; and second, upon the belief that an enterprise such as that contemplated should be both conceived and carried out as a unified enterprise.

We propose, then, a collegiate school, concerned solely and completely with the purpose of general education, whose students,

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entering usually at the age of twelve, will in general remain in the school for seven or eight years.

The content of the instruction to be given in such a school has already been indicated. We turn now to the consideration of the quality and the methods of instruction, and certain other phases of the life of the school.

The success or failure of the school as an educational institution will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. The quality of the educational product will be commensurate with the quality of the instructors. The primary duty of the administrative officers of the school is the selection of a staff of high teaching ability and personality, and the maintenance of this high quality through elimination of the unfit and through constant alertness in discovering teachers of promise. The teachers who are engaged for service in such a school should regard their teaching as their primary function in society. This does not exclude literary or artistic creation or productive scholarship. Such interests are, indeed, generally to be desired. But such interests should in every case be held as secondary to the main interest.

As the foregoing pages have recognized, the student in the collegiate school is to be treated in all respects as an individual, not as a member of a class. The methods of teaching should consider the interest of the individual rather than of the large group. Formal classroom instruction, recitations, lectures, should not be the exclusive methods of teaching. The formation of small groups for conference and discussion, the supervision of

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study in non-laboratory as well as in laboratory subjects, helpful individual guidance in the acquisition of proper habits and methods of study, are only some of the devices which will be most easily and effectively employed in an institution of this character. All possible encouragement should be given to those students who offer the highest promise of contributing to the welfare of society. Such encouragement may take various forms, both official and unofficial.

The administrative staff should consist, in addition to one or more full-time administrative officers, of a number of advisers (teachers giving part time to such work) sufficient to provide each group of, say, seventy-five students with an officer who throughout their school life shall serve them as guide--guide, not master, be it noted--in planning their courses and in all such individual problems as do not come within the purview of their teachers as teachers. Work as adviser should be undertaken in rotation by all teachers qualified therefor. General education, though necessarily departmentalized to some extent, is essentially a unified process, and each teacher who participates therein owes in the fullness of loyalty not only a departmental service, but a non-departmental service which shall directly support the non-departmental aspects of the common enterprise. And experience gained in such work as adviser is quite certain to enrich the current and later work of the teacher as teacher.

Government of the student body in matters other than such as are specifically curricular or administrative in a narrow sense should be preferably by a joint faculty-student body or bodies. Not by faculty alone--for the student point of view is constantly needed for wise and just decision; and action taken by faculty

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Progress toward attainment of intellectual, aesthetic, and moral independence should not be tested merely by formal examination or measured by grades. The pursuit of the subjects in the curriculum will reveal the evidence of the individual student's progress, and this evidence, capable of precise citation on evidential grounds, and gathered at regular intervals from his various instructors, will constitute the record of his individual case. When this record of the individual certifies the achievement of independence in the three specified fields, he has satisfactorily completed the period of general education.

For the attainment, in particular, of moral power, social relations of a simple nature, carefully planned and supervised, should be provided so far as possible for all students. Social values inhere in the activities and the athletic sports next to be discussed, and are most directly to be obtained by the record.

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residential means set forth below; but occasional social gatherings of various sorts, and of variously selected groups, should be made to form a part of school life for students not otherwise specially provided for.

The varied interests now commonly referred to as "student activities"--publications, dramatics, musical organizations, debating, etc., are in general fully justified in existence as meeting real social needs. They constitute at the same time a great educational opportunity and a great educational danger. Experience gained by membership and officership in such organizations form habits in the character of social relations, in the performance of social responsibilities, and in social and financial organization and management which are likely to persist throughout life. Furthermore, the specific interests of the organizations are in many cases such that their cultivation in school tends to make them a permanent source of pleasure in later life. On the other hand, students now tend to devote to these activities an altogether disproportionate amount of time and energy. It follows that such activities should be encouraged within reasonable limits, and should be carefully supervised to prevent excess and work of poor quality, and to develop the values which these activities potentially contain.

Physical culture and recreational activities should be planned and directed as an essential part of the program of general education, without destroying the spontaneity of individual effort in playful exercise and organized games. The primary purpose should be the stimulation of all individuals, rather than a selected few, to develop and maintain their physical wellbeing.

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Intramural sports and intramural competitive contests should be encouraged. Given such intramural sports and contests, interschool contests, limited in number, and carried on by those who have emerged as successful competitors in intramural contests, would seem under proper supervision to be potentially of educational advantage, both to participants and to spectators.

Throughout the planning of social and other activities and of athletics, it should be remembered that the students concerned are of an age at which play and fun rightly loom large in the perspective of life. They should have large scope, therefore, with due recognition of the fact that the formation of right habits of play and of fun is a very valuable part of the educational process. But social, and other activities and athletics should never be permitted to attain a position of dominance in fact or in student opinion.

It should be apparent from the statement of the aims of a general education that wise guidance of social life is an important factor in the achievement of our purpose. The sense of responsibility toward the community, the acquisition of habits conducive to good breeding, and a full consciousness of the various obligations and privileges incident to living in social groups are not easily communicated through formal instruction in classroom, but are developed through the actual conditions of living with one's fellow-beings under proper guidance and control. In the main the purposes of general education are not fully realized, on both the intellectual and the social sides, unless the student body is made sensitive to all the implications of community life.

Interpersonal sports and intrapersonal competitive contests should be encouraged. Given such intrapersonal sports and contests, interpersonal contests, limited in number, and carried on by those who have emerged as successful competitors in intrapersonal contests, would seem under proper supervision to be potentially of educational advantage, both to participants and to spectators.

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Furthermore, there comes a time in the lives of most young people, generally at about the age of seventeen, when they may properly be advised to leave home and become part of a larger social unit ~~so~~ planned as to meet the needs of maturing youth. We therefore recommend that for students who may be expected to finish their general education within two years, residence halls be provided, and that all students who can possibly do so be urged to live therein.

In such a residential community it is desirable that relatively small units should be the basis of the organization, though these small units may profitably be so arranged as to admit inclusion in larger units for special purposes. Social and economic considerations both suggest seventy-five as the most desirable small unit of division.

For each of the residence halls, one of the advisers referred to above should serve as head. The functions of the adviser serving in this capacity might prove varied and important. The curriculum provides many opportunities for informal work outside of classrooms and laboratories, for supervised study, for conferences and discussion, for tutorial direction of reading in connection with courses in literature, the fine arts, history, and the sciences. Though such activity may associate the advisers with students outside ~~their~~ residential units, it should so far as possible be so developed as to increase their intelligent acquaintance with and their personal influence upon the members of their particular residential group.

Each of the residential halls should contain a library, so furnished as to attract the members of the group to it not only for systematic reading in connection with courses, but also

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for desultory reading. So far as books are concerned, this library should contain (a) the books in general demand for collateral reading in courses, and (b) carefully selected examples of literature of permanent value or of temporary interest, including contemporary productions representing current thought or distinguished by the best literary qualities. The second class of books should be so managed as to be a circulating library, changing at frequent intervals, and moved from one residential hall to another.

In general such measures should be devised, for the life of the residential halls, as shall promote the adaptability of the individual to the community in which he lives, a simple but varied social life, a sense of social capacity, a democratic recognition of the rights of others and of social obligations. The whole effect of life in these residential halls should be distinctly democratic rather than aristocratic.

While the residential plan thus outlined implies a certain degree of differentiation between the students concerned and the younger students not admitted to residence, we do not consider that this differentiation is sufficiently fundamental to impugn the position taken above, that the whole course of general education is continuous and unified, and should therefore be carried out in a single school.

VII.

The specialized schools which are to follow the collegiate school will differ from it fundamentally, not only in the nature of the curriculum, but also in the definiteness of purpose and professional spirit.

for desultory reading. As far as books are concerned, this library should contain (a) the books in general demand for collateral reading in course, and (b) carefully selected examples of literature of permanent value or of temporary interest, including contemporary productions representing current thought or distinguished by the best literary qualities. The second class of books should be so managed as to be a circulating library, changing at frequent intervals, and moved from one residential hall to another.

In general such measures should be devised, for the life of the residential hall, as shall promote the adaptability of the individual to the community in which he lives, a simple but varied social life, a sense of social capacity, a democratic recognition of the rights of others and of social obligations. The whole effect of life in these residential halls should be distinctly democratic rather than aristocratic.

While the residential plan thus outlined implies a certain degree of differentiation between the students concerned and the younger students not admitted to residence, we do not consider that this differentiation is sufficiently fundamental to require the position taken above, that the whole course of general education is continuous and unified, and should therefore be carried out in a single school.

VII.

The specialized schools which are to follow the collegiate school will differ from it fundamentally, not only in the nature of the curriculum, but also in the definiteness of purpose and professional spirit.

Granting these basic differentiations and their natural implications, much that has been said in the preceding sections may be applied with more or less change to the specialized schools.

The success or failure of such schools, as in the case of the collegiate school, will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. In special schools of arts, literature, and science, however, and to some extent in other special schools, research becomes a function of equal importance with teaching; and the importance should be recognized by the lessening of the teaching burden, and the provision of time for research in a measure much more generous than that which now prevails in this country, and approximating that which prevails in Europe.

In view of the greater maturity and independence of these students, however, administration may be greatly simplified, and there is no need for a staff of advisers such as that suggested for the collegiate school.

Social life, activities, athletics, and residential life, while not needing supervision to the same extent as in the case of the collegiate school, should be developed to a greater extent than is now the case in graduate and professional schools. Loneliness, narrowness of interest, poor physique, and bad housing conditions are all too often characteristic of the present graduate student. Social, dramatic, and musical activities, at least, are as normal and desirable as they are for younger students, and are not likely in the case of these older students to run to excess. Physical culture and intramural athletics are eminently to be desired for students in the higher schools, with some difference in the types of contest favored, and largely or entirely without

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extramural competition. The provision of proper residential quarters for students in these schools, whether unmarried or married, would greatly enhance both the welfare and the specific research or professional value of the students concerned.

Individualization in treatment, faculty-student co-operation, and testing by evidence of progress should characterize the special schools as well as the collegiate school.

VIII.

The plan of education presented in the foregoing pages leaves out the four-year college which has characterized American education hitherto; and the education of the four-year college (save as an exceptional institution existing for special purposes, as indicated below in Section IX) is indeed an essential corollary of the plan.

Such an omission will arouse hostility in many quarters--particularly among alumni who are products of the four-year college and who cling to the belief that the type of institution which produced them is definitive and should be eternal.

Nevertheless, there is no inherent logical necessity for the existence of the four-year college; there are already observable marked indications of a natural and increasing break between the first two and the last two years of the four-year college; and the discontinuance of the four-year college would tend at once to simplify or remove some of the most questionable features of college life.

The four-year college historically is simply the result of the poor quality of American secondary education in an earlier period of our history. Four years work subsequent to high school work were formerly necessary for the completion of a general or

extramural competition. The provision of proper residential quarters for students in these schools, whether married or married, would greatly enhance both the welfare and the specific research or professional value of the students concerned. Individualization in treatment, faculty-student co-operation, and testing by evidence of progress should characterize the special schools as well as the collegiate school.

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"liberal" education. That is no longer the case. During the last two generations secondary education has steadily improved. During the same period, therefore, something like the completion of general education has been possible at a time prior by an increasing number of months to the completion of a four-year college course. During the same period, therefore, there have been introduced in the last two years of our colleges, to a steadily greater extent, courses of a specialized nature which are in fact appropriate rather to special education and a special school than to general education and a college. The four-year college, therefore, has outworn its charter, and is now in general an anomalous institution.

That work now offered in Junior and Senior third and fourth years is in fact inseparable from work done in graduate courses has been strikingly illustrated by a statistical study recently made at the University of Chicago, the results of which could probably be duplicated in any other large university. In the Schools and Colleges of Arts, Literature, and Science at the University of Chicago in the last fourteen years there have been about 98,000 course registrations by graduate students. About 58,000 of these have been in courses classed as graduate courses, and about 40,000 in courses classed as Junior-Senior courses. During this same period there have been about 89,000 registrations by Junior and Senior students. The great majority of these, about 55,000, have been in courses classified as Junior-Senior courses. Of the balance, about 14,000 have been in graduate courses, and about 20,000 in Freshman-Sophomore courses. During the same period, there have been about 140,000 registrations by Freshman and Sophomore students. Of these about 113,000 have been in

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From these facts there may be devived the following inferences, of which the first is the most important.

1. Graduate courses and Junior-Senior courses are inseparable from the point of view of work of graduate students.

2. The bulk of the work of Junior-Senior students is done in Junior-Senior courses. The work of Junior-Senior students extends, in amounts each less than a quarter of the total, into graduate courses and Freshman-Sophomore courses. The work of Junior-Senior students would not in itself be fundamentally affected (1) by removal from the immediate locals of graduate courses, or (2) by removal from the immediate locals of Freshman-Sophomore courses.

3. The work of Freshman-Sophomore students is done almost wholly in Freshman-Sophomore courses, and would not be fundamentally affected by removal from the immediate locals of Junior-Senior courses.

That a natural break occurs at the end of the Freshman-Sophomore period is further indicated by the fact that while many students leave college at the end of the first or second year of college work, those who return for the third year in general finish the fourth year also; and by the fact that the instructing staff for the first two years is as a whole different from that of the last two years.

Further and striking evidence of the naturalness of the break at this point is afforded by the increasing and successful development of separate junior colleges in the Middle West and elsewhere.

Finally, it may be noted that the separation of Freshman and Sophomore from Junior and Senior would greatly simplify some of the most difficult of the problems of college life. Under present conditions men of Junior and Senior College age, powers, and influence live in constant association with men--or rather

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boys--of Freshman-Sophomore age, in a social atmosphere which is essentially Freshman-Sophomore rather than Junior-Senior in character. Entrance into the Junior year is not marked by any such change in environment or in occupation as would suggest a change in attitude toward life. Consequently Juniors and Seniors are inclined to spend their mental and physical energies on interests and indulgences which are essentially juvenile, and thus to develop a false sense of values--a sense which is likely to abide with him permanently. Furthermore, since these same Juniors and Seniors are in constant association with, and are very influential upon, Freshmen and Sophomores they tend authoritatively to impart this same false sense of values to their juniors. Illustrations are to be found in the excess of attention given to intercollegiate athletics and in the belief in the smartness of vice.

If, on the other hand, students of Freshman-Sophomore status from those of Junior-Senior status, the former would constitute a homogeneous and a frankly and rightly boyish body; and the latter brought into conditions and relations worthy of their maturity and associated rather with their intellectual elders than with their intellectual juniors, would be inclined to spend their intellectual energies on interests more closely related to preparation for the life of manhood.

IX.

The plan of education thus outlined provides only for institutional types which may be called normal. We recognize the desirability of the continuance and development under special conditions and for special purposes of two institutional types which may be called exceptional--the junior college in connection

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The plan of education thus outlined provides only for institutional types which may be called normal. We recognize the desirability of the continuance and development under special conditions and for special purposes of two institutional types which may be called exceptional--the Junior college in connection

with a university, and the four-year college not in connection with a university.

The junior college as we thus conceive it, would be an institution connected with a university which should afford an opportunity for the completion of general education by students whose high school or collegiate school affords no facilities, or inferior facilities, for such completion. It would parallel the work of the last part of the collegiate school. It should not, however, be merged with the collegiate school maintained by the university, but should be kept separate therefrom, in order that the educational homogeneity of the collegiate school community may not be destroyed. It would in general receive students at about the level of the present high school graduate, and would keep them usually for two years, but often for a shorter or a longer period, until the process of general education should be in fact completed. Such an institution, by virtue of its connection with a university would naturally have two features of fundamental importance not readily to be found in detached collegiate schools, particularly in collegiate schools maintained by cities or towns--namely, residential halls, and teaching of the highest quality. The organization of the life of such a junior college would be in general very similar to the organization of the life of the collegiate school as described above.

Of the four-year colleges not connected with the universities, the weaker ones sooner or later will die or transform themselves into collegiate schools. For the stronger ones there will be a place and an important function for many decades to come, and perhaps permanently. For they will serve primarily those men

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and women who are able to devote to general education a period longer than that normally allotted thereto, and to reinforce in several direction the intellectual, aesthetic, and moral achievements which go to the making of a liberal man or woman. Their organization could resemble that of the collegiate school rather than that of the specialized school; they should study to avoid the defects now all too generally patent in the four-year college (particularly those suggested at the end of Section IX); and they will find their highest probability of success and service by remaining frankly collegiate, and--while admitting a greater degree of concentration than that of the collegiate school--by avoiding the specialized characteristics of schools devoted primarily to research or to professional training.

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OFFICE OF THE RECORDER.

January 28, 1925

21

TO MEMBERS OF THE FACULTY OF THE COLLEGES OF
ARTS, LITERATURE, AND SCIENCE:

I am transmitting herewith a set of material
approved by the Executive Board of the Colleges
of Arts, Literature, and Science, which is to
be considered by the Faculty of those Colleges
at a series of meetings.

The first of these meetings will be held
Saturday, January 31, at 10:00 A.M., in the
Harper Assembly Room. At this meeting, Part I
of the enclosed material will be considered.
Very probably Part II will be considered as well.
A representative meeting is desired.

Walter A. Payne
UNIVERSITY RECORDER

Please preserve this material and bring it with
you to the Faculty meetings.

OFFICE OF THE REGISTRAR
January 22, 1922

TO MEMBERS OF THE FACULTY OF THE COLLEGE OF
ARTS, LITERATURE, AND SCIENCE

I am transmitting herewith a set of resolutions
approved by the Executive Board of the College
of Arts, Literature, and Science, which is to
be considered by the Faculty at their meetings
at a series of meetings.

The first of these meetings will be held
Saturday, January 21, at 10:00 A.M., in the
Hopper Assembly Room. At this meeting, Part I
of the enclosed material will be considered.
Very probably Part II will be considered as well.
A representative meeting is desired.

Respectfully,
UNIVERSITY RECORDS

Please observe that material and return it with
you to the Faculty meetings.

MATERIAL FOR DISCUSSION AND ACTION BY THE FACULTY
OF THE COLLEGES OF ARTS, LITERATURE AND SCIENCE

- I. Raising the probation level
- II. Instruction in large Junior College courses
- III. Special treatment for leading students
- IV. Simplification of the grading system
- V. A theory of education

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- I. Raising the probation level
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I. RAISING THE PROBATION LEVEL

Motions Proposed

1. That the regulation adopted by the Faculty of the Colleges of Arts, Literature, and Science on February 8, 1913, to the effect that a student be placed on probation

"when at the close of (his third or) any subsequent Quarter, his entire record, exclusive of credit in Physical Culture, is more than four gradepoints below the normal minimum of two per major taken"

be amended to read as follows (the new material is indicated by underlining):

"when at the close of (his third or) any subsequent Quarter, his record as a whole, exclusive of credit in Physical Culture, is below the standard required for graduation."

2. That the regulation as amended be first applied at the end of the Spring Quarter, 1925.

1. RAISING THE PROBATION LEVEL

Notions Proposed

1. That the regulation adopted by the Faculty of the Colleges of Arts, Literature, and Science on February 8, 1932, to the effect that a student be placed on probation

"when at the close of (his third or) any subsequent quarter, his entire record, exclusive of credits in Physical Culture, is more than four grade-points below the normal minimum of two per major taken"

be amended to read as follows (the new material is indicated by underlining):

"when at the close of (his third or) any subsequent quarter, his record as a whole, exclusive of credits in Physical Culture, is below the standard required for graduation."

2. That the regulation as amended be first applied at the end of the Spring Quarter, 1933.

II. INSTRUCTION IN LARGE JUNIOR COLLEGE COURSES

This document has reference to instruction in those Junior College courses¹ which have two or more sections.

SURVEY OF PRESENT CONDITIONS

Personnel of the Teaching Force

In the Autumn Quarter of 1924 there were given 34 such courses², with a total of 124 sections. The largest courses were English 1, with 16 sections; Political Economy 0, with 10 sections; History 1, with 9 sections; English 3, with 7 sections; and Sociology 1, with 5 sections.

These 124 sections were taught in 30 cases by men of the rank of Assistant Professor or higher; and in 94 cases by teachers of the rank of Instructor or lower.³

These 94 sections were taught in 44 cases by teachers of the rank of Instructor, in 41 cases by teachers of the rank of Assistant, and in 9 cases by teachers ranked as Lecturers, Associates, or Fellows.

These 94 sections were taught in 7 cases by teachers who were under appointment for more than 1 year; in 66 cases by teachers who were under appointment for 1 year; and in 21 cases by teachers who were under appointment for less than 1 year.

The 94 sections were taught in about 36 cases by teachers on their first appointment.

In 18 of these 36 cases the teachers were engaged so late that their names do not appear in the Autumn Time Schedule.

From these figures and some supplementary information furnished by the departments, it appears that about 70 per cent of the teaching in large Junior College courses is done by teachers who are on a one-year appointment; that the annual turnover is something like 40 per cent; and that some-

1. Except those in Physical Culture and Military Physical Culture. \ below.
2. This count does not include the courses in Chemistry, which will be treated
3. This count includes only persons in charge of sections. It does not include laboratory assistants. The problem of the quality of the work of laboratory assistants is not raised in this document. The total number of different persons engaged in teaching of the 94 sections was 63.

This document has reference to instruction in those Junior College

courses which have two or more sections.

SURVEY OF PRESENT CONDITIONS

Personnel of the Teaching Force

In the Autumn Quarter of 1934 there were given 34 such courses,

with a total of 134 sections. The largest courses were English I, with

18 sections; Political Economy, with 10 sections; History I, with 9 sec-

tions; English II, with 7 sections; and Geology I, with 5 sections.

These 134 sections were taught in 30 cases by men of the rank of

Assistant Professor or higher; and in 24 cases by teachers of the rank of

instructor or lower.

These 24 sections were taught in 44 cases by teachers of the rank of

instructor, in 41 cases by teachers of the rank of Assistant, and in 3 cases

by teachers ranked as Lecturers, Associates, or Fellows.

These 24 sections were taught in 7 cases by teachers who were under

appointment for more than 1 year; in 24 cases by teachers who were under

appointment for 1 year; and in 21 cases by teachers who were under appoint-

ment for less than 1 year.

The 24 sections were taught in about 33 cases by teachers on their

first appointment.

In 18 of these 24 cases the teachers were engaged so late that their

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From these figures and some supplementary information furnished by

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1. Except those in Physical Culture and Military Physical Culture, which will be treated separately.
2. This count does not include the courses in Chemistry, which will be treated separately.
3. This count includes only persons in charge of sections. It does not include laboratory assistants. The number of the quality of the work of laboratory assistants is not raised in this document. The total number of different persons engaged in teaching of the 24 sections was 28.

thing like 15 per cent of the appointments are of a hasty nature.

These figures are based on all sectioned Junior College courses, including those which are relatively more advanced as well as those which are strictly elementary. Had the statistics been limited to the strictly elementary courses, the percentage of teachers on annual appointment, of annual turnover, and of appointments of a hasty nature would have been still higher.

Broadly speaking, then, the personnel of the teaching force in charge of large Junior College courses is casual and transient. Obviously, a 40 per cent turnover would prevent real efficiency, even if the teachers concerned were all of high inherent ability.¹

Basis of Selection

It does not appear that the selection of new appointees is made on a satisfactory basis. Indeed, it is hard to see how a thoroughly satisfactory basis can be had at the present time; for the fundamental question to be considered in the case of such an appointment is this: "Has the man or woman been really successful as a teacher?" - and few institutions have the procedure which would enable them to give a well-grounded answer if asked that question with reference to one of their young instructors. Our depart-

1. The Department of Chemistry meets its Junior College problem in a unique way. It had in the Autumn four courses of the type here studied: 1, with three laboratory sections; 2S, with four; 4, with three; and 6, with two. Each course is definitely in charge of a regular member of the staff. In each case all sections meet at the same hour for lectures, and these lectures are given by the man or woman who has general charge of the course. In one case the person in charge is a professor; in two cases, an Assistant Professor, and in the fourth case, an experienced instructor. The laboratory work is in charge of laboratory assistants who work under the supervision of the man or woman in charge of the course.

This system has the advantage of placing the class instruction in competent hands.

It has the disadvantage - since it forces large numbers of students to come for lectures at particular hours, instead of giving such an option as to lecture hours as is given by the other departments - of limiting the freedom of the students who take chemistry in their choice of other courses. Should other laboratory departments adopt the same plan, the arranging of student registration, already very difficult, would become inordinately difficult.

thing like 15 per cent of the appointments are of a fairly nature. These figures are based on all sectioned Junior College courses, including those which are relatively more advanced as well as those which are strictly elementary. And the statistics have failed to take into account the percentage of teachers on annual appointment, or annual reappointment, and of appointments of a faculty nature which have been still higher. Broadly speaking, then, the personnel of the teaching force in charge of large Junior College courses is casual and transient. Obviously, a 50 per cent turnover would prevent real efficiency, even if the teachers concerned were all of high inherent ability.

Basis of Selection

It does not appear that the selection of new appointments is made on a satisfactory basis. Indeed, it is hard to see how a thoroughly satisfactory basis can be had at the present time; for the fundamental question to be considered in the case of such an appointment is this: "Has the man or woman been really successful as a teacher?" and few institutions have the procedure which would enable them to give a well-grounded answer if asked that question with reference to one of their young instructors. Our department of Chemistry needs the Junior College problem in a serious way. It has in the department courses of the type here indicated: 1. with three laboratory sections; 2. with four; 3. with three; and 4. with two. Each course is definitely in charge of a regular member of the staff. In each case all sections meet at the same hour for lecture, and these lectures are given by the man or woman who has received charge of the course. In one case the person in charge is a professor; in two cases, an Assistant Professor, and in the fourth case, an experienced Instructor. The laboratory work is in charge of laboratory assistants who work under the supervision of the man or woman in charge of the course. This system has the advantage of placing the class instruction in competent hands. It has the disadvantage - since it forces large numbers of students to come for lectures at particular hours, instead of giving each an option as to lecture hours as is given by the other departments - of limiting the freedom of the students who take chemistry in their choice of other courses. Should other laboratory departments adopt the same plan, the arranging of student registration, already very difficult, would become hopelessly difficult.

missing pages

ments in general appoint only men or women who have had two years' or more teaching experience elsewhere; but the efforts of the departments to secure real evidence as to teaching success do not seem to strike very deep. In the majority of cases appointments appear to be based on the impression made by the men or women in their work as graduate students here. In many cases, indeed, the departments frankly state that the desirability of helping a man earn his way while working for the doctorate was a major element leading to his appointment.

Of the teachers of the 94 sections, just about half are candidates for the doctorate. This means that in many cases (probably about 40) the teaching is really a secondary matter and a temporary means of support, rather than a major object in itself.

Lack of Basis of Estimate

The departments in general have no adequate means of ascertaining the actual quality of the teaching done in large Junior College courses. Departmental appraisal of the value of a Junior College teacher rests in general upon knowledge of his work as graduate student, rather than on knowledge of his work as teacher. Such appraisal is modified to some extent by haphazard knowledge of the reactions of individual students; but such reactions are notoriously unreliable. Student favor is quite likely to be caused by qualities in the instructor that are not educationally admirable; and statements of favor are often to be discounted as being designed to win favor. Student disfavor is quite likely to rest upon a dislike for hard work, or upon an unfortunate sense of injustice.

In the English Department sets of papers corrected by the several instructors are filed and compared with a view to examining the paper work of the several teachers -- a device which is in the right direction, so far as it goes.

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Of the teachers of the 24 sections, just about half are candidates for the doctorate. This means that in many cases (probably about 40) the teaching is really a secondary matter and a temporary means of support, rather than a major object in itself.

Lack of Basis of Evidence

The department in general has no adequate means of ascertaining the actual quality of the teaching done in large Junior College courses. Governmental approval of the value of a Junior College teacher rests in general upon knowledge of his work as graduate student, rather than on knowledge of his work as teacher. Such knowledge is limited to some extent by haphazard knowledge of the reactions of individual students; but such reactions are notoriously unreliable. Student favor is quite likely to be caused by qualities in the instructor that are not educationally significant and statements of favor are often to be dismissed as being aligned to his favor. Student disfavor is quite likely to rest upon a dislike for hard work, or upon an antipathy to a man of intellect.

In the English Department cases of reports collected by the several instructors are filed and considered with a view to examining the report work of the several teachers -- a device which is in the right direction, so far

Not one department has a systematic plan of inspection or visitation. Political Economy reports occasional visitation; the Germanic Department reports visitation in one course, and Political Science reports the adoption in principle of the plan of mutual visitation--any member of the Department being welcome at any time in any course of the Department. The departments in general indicate a dislike for visitation, as tending to embarrass the young teacher and to put him at a disadvantage.

From the fact that the departments in general have no adequate means of ascertaining the actual quality of the teaching done in large Junior College courses, it follows that even reappointments are in many cases made without adequate basis.

The Deans are in general no better qualified than the departments to judge of the success of individual teachers. They do not seek comment from students, and their impressions rest mainly on statements made voluntarily by a relatively small number of students who feel strongly for or against a particular teacher. It is only when markedly similar reactions reappear in different Quarters, and are brought by different students before different Deans, that they gain weight. Even then, however, they are far from having absolute value.

Actual Quality of Instruction

The pooling of such impressions indicates that our elementary teaching, while it is probably as good as that prevailing in any other similar institution, and is notably good in certain departments, is on the whole far from satisfactory, particularly in respect to such matters as the ability to use the English language correctly and clearly, clarity in presentation and explanation, stimulation of intellectual curiosity, ability to conduct discussion, clarity in directions as to what and how to study, adequate consideration of papers and tests, accessibility to students, courtesy in the

Not one department has a systematic plan of inspection or visitation. Political Economy visits occasional visitations; the German Department reports visitation in one course, and Political Science reports the inspection in principle of the plan of annual visitation--any number of the department being welcome at any time in any course of the department. The department in general indicates a desire for visitation, as leading to improve the young teacher and to put him at a disadvantage.

From the fact that the department in general has no definite means of ascertaining the actual quality of the teaching done in large lecture halls, it follows that even superintendents who in most cases work without adequate basis.

The basis also is general no better qualified than the department to judge of the success of individual teachers. They do not seek comment from students, and their impressions rest mainly on statements made voluntarily by a relatively small number of students who feel strongly for or against a particular teacher. It is only when several similar reactions present in different quarters, and are brought by different students before different departments, that they gain weight. Even then, however, they are far from having absolute value.

Actual Quality of Instruction

The feeling of such inspection indicates that our elementary teaching, while it is undoubtedly as good as that prevailing in any other similar institution, and is notably good in certain departments, is on the whole far from satisfactory, particularly in regard to such matters as the ability to use the English language correctly and clearly in presentation and explanation, retention of facts, critical ability to conduct discussion, clarity in discussion as to what and how to study, adequate consideration of papers and books, accessibility to students, courtesy in the

classroom, freedom from sarcasm, interest in the enterprise of education as a whole, interest in teaching for its own sake.

The students in general certainly have the feeling that they are subjected to unsatisfactory teaching in large Junior College courses.

This fact was very strongly evidenced by the material collected by the Better Yet Committee on the Quality of Instruction in Elementary Courses. Indeed, most of the entries in the "List of qualities desirable for instructors in large elementary courses" hereto appended were made as a result of complaints by students to the effect that these qualities were conspicuous by their absence. The forthcoming report of the Better Yet Committee on the Distribution of Students' Time contains these passages:

It is quite evident that there is much indiscriminating marking, chiefly, but not entirely, by poorly trained or untrained and inexperienced readers. And, worse still, a few cases have come to the knowledge of the committee where papers have not been read at all and the instructor has had no adequate knowledge of what his students were doing, or learning, or knew. In such cases, fortunately they are few as compared to the number students think obtain, grades are "handed out" on impressions.

There are cases in which the amount of work required of one section is much greater than that required of another section in the same subject. Perhaps it would be true to fact to say that there are some cases in which there is no cooperation between instructors and comparatively little supervision by the department concerned, and some instructors require much less work of and get less work from their students than is required by their colleagues teaching other sections in the same subject.

Lack of Training

The departments make no adequate or systematic effort to correct the specific faults or develop the specific powers of their young instructors. This, indeed, is natural in view of the facts that the instructors are to so large an extent transient and that the departments have so little specific knowledge of their individual teaching qualities. Most departments hold conferences of instructors which are of much value for general advice and for uniformity in procedure, but that is about all. In the English Depart-

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There are cases in which the amount of work required of our students is much greater than that required of another section in the same subject. Perhaps it would be true to say that there are some cases in which there is no cooperation between instructors and comparatively little supervision by the department concerned, and some instructors require much less work of our best students than is required by their colleagues teaching other sections in the same subject.

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ment each course is definitely in charge of one person, who has therefore a special interest in promoting such conferences and making them effective. The Department of Sociology has as prerequisite to the giving of instruction in Sociology 1, in the first place, attendance in Sociology 1 as visitor for a Quarter, and in the second place, attendance in a two-hour per week course on the teaching of Sociology 1. Political Economy provides a special teacher's course which its instructors are advised, but not required, to take; and issues a mimeographed instructors' manual. But no department makes any systematic effort to guide or train its instructors individually.

Summary

Such conditions - involving instruction by teachers predominantly of low rank, a high rate of turnover in personnel, hasty appointment, selection made with inadequate or inappropriate basis, failure to ascertain the quality of teaching done, teaching which is actually unsatisfactory, and failure to correct individual faults and promote individual abilities - are not consistent with the maintenance and development of a quality of instruction worthy of the University of Chicago.

RECOMMENDATIONS AND COMMENTS

A. The instruction given in large Junior College courses should be given by teachers with whom the giving of the instruction in which they are engaged is a major interest. This plan does not, of course, preclude study toward the doctorate on the part of a person employed as instructor. If thoroughly carried out, its effect would be considerably to reduce the number of those who use the teaching as a means of putting themselves through the Graduate School. It would, nevertheless, afford ample opportunity for those who, primarily interested in teaching, might desire to use leisure in research or

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in preparation for research. It may further be noted that if Junior College instruction should be made in fact, as a general adoption of such a plan by this and other institutions would tend to make it, a satisfactory and desirable occupation in itself, and if it should be accessible purely on the ground of teaching ability, the tendency would be to relieve graduate schools of the presence of persons who, without real qualification for research, now seek the doctorate as a means of making themselves eligible for teaching positions.

B. Appointment to a position involving charge of a section should be as Instructor. No person of the grade of Assistant should have charge of a section; no section should be entrusted to a person not worthy of the rank of Instructor.¹ Such appointments should in general be primarily on the basis of success in teaching, ascertained with the greatest possible care. In general such teaching would have been done elsewhere. It is recognized, however, that the appointment of persons who have had successful experience, here only, as Assistants not in charge of sections, or even appointment of students exceptional both in professional promise and in personality, might occasionally be justified and desirable. Appointment should lie with the Dean of Faculties upon nomination of the department concerned, and a departmental nomination should be accompanied by a statement of the qualifications of the appointee.

C. First appointment should in general be for one year, and should in general be followed, if the appointee is successful, by a second appointment, which should be for three years. Success in this second appointment should in general lead to appointment as Assistant Professor.

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D. In recognition of the fact that Instructors so appointed are to regard their teaching as a major interest, they should teach at least six majors a year.

E. The training of young instructors should be recognized as a regular function of each department. Such training will be more and more valuable to the department in proportion as the average length of service of the instructor increases.

F. A member or members of each department should carry on such training as a regular part of his or their departmental duties - and of his or their service to the profession. The person or persons designated for this work should, of course, be specially qualified for it by the possession - in addition to other professional qualifications - of a strong and energetic interest in teaching as such. Such training should be conceived, utilized, and recognized as being primarily a means of helping the instructor to improve his teaching. Such training should, of course, take the form of guidance rather than autocratic direction, and should develop to the full the individual powers of each instructor. An ambitious and right-minded instructor would welcome such training and would profit by it greatly. Such training has already been in effect for several years with excellent results in the elementary courses of the Modern Language Departments. The visitation requisite for such training would differ fundamentally from the present and generally objectionable type of occasional visitation, not only in its essential difference in purpose, but also in that it would be so regular and so frequent as to remove any sense of its being out of the ordinary and any consequent embarrassment.

G. The plan of having each course as a whole entrusted to one person is recommended. He should maintain a reasonable degree of uniformity in the

- D. In recognition of the fact that instructors are appointed and reappointed as a matter of course, they should teach at least six months a year.
- E. The training of young instructors should be recognized as a very important function of each department. Such training will be more and more valuable to the department in proportion as the average length of service of the instructor increases.
- F. A number of members of each department should carry on such training as a regular part of his or their departmental duties - and of his or their service to the university. The career or persons designated for this work should, of course, be specially qualified for it by the possession - in addition to other professional qualifications - of a strong and energetic interest in teaching as such. Such training should be conceived, utilized, and recognized as being primarily a means of helping the instructor to improve his technique. Such training should, of course, take the form of guidance rather than automatic direction, and should develop to the full the individual powers of each instructor. In addition, and right-minded instructor would welcome such training and would profit by it greatly. Such training has already been in effect for several years with excellent results in the elementary courses of the Modern Language Department. The visitation regulations for such training would differ fundamentally from the present and generally objectionable type of occasional visitation, not only in its essential difference in purpose, but also in that it would be so regular and so frequent as to remove any sense of its being out of the ordinary and any consequent embarrassment.
- G. The idea of having each course as a unit entrusted to one person is recommended. He should maintain a responsible degree of authority in the