

The University of Chicago

Department of Latin

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Dear Mr. Tufts,

I am enclosing the preliminary draft of the report of the Faculty group on the Commission on the Future of the Colleges. During the next fortnight we shall be holding conferences with members of the University Senate to explain the report and receive their criticisms. Sometime during the week of May 12th we hope to confer with you and President Burton on the report. In the meantime I am quite at your service if you would like to ask any questions regarding the report.

I am sending a similar note to President Burton.

Cordially yours,

Henry V. Prescott

April 22d, 1924

Dear Mr. Telford,

I am enclosing the preliminary draft of the report of the Faculty Group on the Commission on the Future of the Colleges. During the next fortnight we shall be holding conferences with members of the University Senate to explain the report and receive their criticisms. Sometime during the week of May 12th we hope to confer with you and President Burton on the report. In the meantime I am quite at your service if you would like to ask any questions regarding the report.

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Cordially yours,

Henry Ford

April 22, 1934

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July 3, 1923

Dr. W. C. Kierstead

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My dear Dr. Kierstead:

Pardon me for not answering more promptly yours of June 16, and let me now express my sincere thanks for it.

With reference to our college plan, or vision rather, it is not yet a plan, what we are thinking about is in certain respects quite different from what was proposed for the maritime provinces, or what has been consummated at Toronto. We have, indeed, gathered about ourselves two or three theological seminaries, but we have no thought of doing the same thing with respect to existing colleges. We want fewer college students, rather than more, and our thought is to break up our present body of over three thousand undergraduates into possibly eight or ten groups which will be distinguished from one another, not denominationally or on the basis of foundation elsewhere, but probably with reference to their special interests. Thus we may, perhaps, have a College of Arts and Literature, a College of Science, a College of Commerce and Administration, and a College of Education. Or, possibly, if the groups thus created are undesirably large, they may again be divided either into colleges for boys and colleges for girls or on the sheer basis of size. Quite possibly, also, the colleges so organized on the basis of

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July 3, 1933

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Mr. Kierstead

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Yours truly,

July 3, 1923

Dr. W. C. Kierstead

page 2

My dear Dr. Kierstead:

interests of the students would be made more after the fashion of the Oxford colleges. It might be that in the course of time it would be found desirable to mingle in the same college, students of quite diverse interests. What I feel to be in any case desirable, is the creation of smaller groups, say three hundred at the outside, of students whose relation to one another are closer than is possible in a body of three thousand students, and that in each group there shall be a few commanding personalities with whom all the students shall come into close, helpful contact. But, as I have said, this is a vision rather than a plan, and we have no clear notion, one another, not denominationally am deeply interested to learn of Burton's development. Give him my best wishes and tell him I hope some day to know him better. College of Arts and Literature, a College of Science, a College not known where William Caldwell's widow is living. I will try to trace her and write you later.

Very truly yours,
for boys and colleges for girls or on the sheer basis of size.

Dr. Wilfred C. Kierstead
University of New Brunswick
Fredericton, New Brunswick

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July 5, 1933

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Dr. W. G. Kierstead

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I am deeply interested to learn of Huxton's development. Give him my best wishes and tell him I hope some day to know him better.

I do not know where William Galloway's widow is living. I will try to trace her and write you later.

Very truly yours,

Dr. William G. Kierstead
University of New Brunswick
Fredericton, New Brunswick

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PRELIMINARY DRAFT OF THE REPORT

OF THE

COMMISSION ON THE FUTURE OF THE COLLEGES

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PRELIMINARY DRAFT OF THE REPORT
OF THE COMMISSION ON THE FUTURE OF THE COLLEGES

The Commission on the Future of the Colleges was appointed in September, 1923, to discover the probable condition of the undergraduate colleges ten years from that date, and to indicate the practicable means by which the ultimate development of the undergraduate work could be anticipated in the intervening years by immediate provision for the future. Although its attention was primarily directed to the physical and material conditions of the social and educational life of the undergraduate body, the Commission has found it impossible properly to solve the physical problems involved without a preliminary consideration of the purpose of the entire process of education, and especially of that part of the process which may be called the period of general education, as distinguished from the elementary period on the one hand, and on the other hand from the special training furnished by the Graduate and Professional Schools.

I. The aims of general education

In defining the aims of general education we expressly avoid any definition that implies as essential to the process any special extent of time, any definition in terms of units, courses, majors, any standards of mechanical measurement such as grades and degrees. In our opinion it is manifestly wrong to define aims or to appraise progress in other terms than such as describe the fundamental elements of understanding, power, and appreciation which the process is intended to achieve.

In the educative process as a whole we distinguish three stages in the development of the individual:

- A. Primary stage, a preparatory period, devoted to the acquisition of the primary adaptations which make systematic study possible.
- B. Secondary stage, a period of general education, which insures the proper adjustment of the individual to the environment in which he is to live.
- C. Tertiary stage, a period of specific training, devoted to the acquisition of power in some special field of intellectual activity.

These three stages imply three distinct institutions which are not as yet represented in sharply defined forms in American Education. The first stage is covered by the first six grades of the elementary school. The third stage is covered by our Graduate and Professional Schools, but to a considerable extent reaches down into the last two years of the undergraduate curriculum, known at the University of Chicago as the Senior College. The second stage is not at present represented in any single institution but is covered in the combination of (a) the seventh and eighth grades of the elementary school, (b) the High School, and (c) the Junior College as organized in certain parts of the country.

The three institutions implied in this definition of education are gradually emerging as the result of present tendencies in the educative process. The organization of Junior High Schools has already set off the first six years

THE COMMISSION ON THE FUTURE OF THE SCHOOLS

THE COMMISSION ON THE FUTURE OF THE SCHOOLS

The Commission on the Future of the Schools was organized in 1933, to discover the probable conditions of the nation in 1950, and to indicate the probable means by which the nation might develop to meet the needs of that time. The Commission was organized by the National Education Association, and its members were chosen from among the leading educators of the country. The Commission's work has been directed toward the discovery of the probable conditions of the nation in 1950, and the indication of the probable means by which the nation might develop to meet the needs of that time. The Commission's work has been directed toward the discovery of the probable conditions of the nation in 1950, and the indication of the probable means by which the nation might develop to meet the needs of that time.

I. The aims of general education

In defining the aims of general education we express our belief that the aims of general education should be to develop in the individual a capacity for intelligent living in a democratic society. This capacity should be developed in the individual through the acquisition of knowledge, the development of character, and the cultivation of the body. The aims of general education should be to develop in the individual a capacity for intelligent living in a democratic society. This capacity should be developed in the individual through the acquisition of knowledge, the development of character, and the cultivation of the body.

In the educational process we believe we distinguish three stages in the development of the individual:

- A. Primary stage, a period of general education, devoted to the acquisition of the primary adaptations which enable the individual to live in a democratic society.
- B. Secondary stage, a period of general education, which enables the individual to live in a democratic society.
- C. Tertiary stage, a period of general education, which enables the individual to live in a democratic society.

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These three stages of general education are: (1) the primary stage, which is devoted to the acquisition of the primary adaptations which enable the individual to live in a democratic society; (2) the secondary stage, which is devoted to the acquisition of the secondary adaptations which enable the individual to live in a democratic society; and (3) the tertiary stage, which is devoted to the acquisition of the tertiary adaptations which enable the individual to live in a democratic society.

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of the process as a distinct unit, apart from the subsequent period of general education. The rapidly increasing number of Junior Colleges in close connection with High Schools expresses the growing conviction that town and city should enrich the opportunities of general education as a preliminary either to sending forth young people into the general activities of life or into some specific career that requires special training not easily provided by every community. We foresee, therefore, as the issue of developments in the next quarter of a century the full recognition of these three stages of education and the organization of three distinct institutions, (1) the elementary school, (2) the secondary school, (3) the university.

We are concerned in this report only with the secondary stage, that of general education. It begins when the child has acquired the power of systematic study, and it ends when the individual has become adjusted to his environment so as to enter upon the general activities of life or upon specific training for a special career. This adjustment to his environment is secured through the attainment of intellectual, aesthetic, and moral independence. By independence we mean the ability to live apart from the tutorial presence of the teacher and the constraint of social institutions, including the school, in full realization of the intellectual, aesthetic, and moral power acquired in the secondary stage of education.

The three types of power necessary to a proper adjustment of the individual to modern society may be more precisely defined as

- A. The attainment of independence in thinking in the major fields in which civilized societies of the past and of the present have done and are doing their thinking.
- B. The attainment of independence in appreciation of the fine arts, and the absorption of the fine arts into the individual's life.
- C. The attainment of independence in moral living.

We recognize

- A. As essential to the attainment of independence in thinking:
 - 1. Ability to use the vernacular correctly and clearly.
 - 2. Ability to conceive the past as a process of rational evolution.
 - 3. Generalized control of the thinking processes.
 - 4. Ability to think in simple mathematical terms.
 - 5. Ability to use the 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.
 - 6. 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.

B. As essential to the attainment of aesthetic independence:

1. The power of appreciating literature.
2. The power of appreciating music, and the pictorial and plastic arts.

In neither case is creative production the primary object in the stage of general education.

C. As essential to the attainment of moral independence:

1. Rational apprehension of the principles of ethics.
2. The inclination to do right because it is right.
3. A consciousness of the common human bond and glad acceptance of its implications.
4. 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.
5. 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.

II. The realization of the aims of general education.

In endeavoring to realize the aims of education through the formation of educational institutions we should remember that the whole process of education is continuous but that the individual is not thereby restricted to the same building or school or school system throughout the process. There are critical points in the individual's career at which he is advantageously grouped with others at the same stage of social maturity. In many cases, at about the age of seventeen, the individual 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. In other cases, for financial or other reasons, such a separation from home life may be inconvenient or impossible or even undesirable. The University of Chicago, as both a local and national institution, must consider the conditions of a constituency drawn in part from the immediate neighborhood, in part from remoter regions of the country and of the world.

Again, if we consider the institutional arrangements at present provided in this country for the realization of general education we find a transitional development taking place with varying degrees of consciousness of the definite aims which we have described above. Obviously the present secondary school system only in part realizes the aims in question, in respect either

to curriculum or social control. In the middle and far west the development of so-called Junior Colleges is an effort to supplement the work of the High School and to provide for a local constituency a richer curriculum without imposing the necessity of separation from the home town. In some communities the combination of the so-called Junior High School, of the High School, and of the Junior College offers an easy means of approximating the realization of the aims above described though such an organization at present seldom consciously aims fully to achieve the particular objectives which we posit as the goal of general education.

Finally, in our own community, the University High School somewhat more consciously than some other secondary schools has attempted to achieve many of the results desired in general education. This High School is a laboratory school experimenting in the processes of general education, and it has already devised individual courses intended to accomplish some of the aims which we advocate. As a laboratory school it must not be encouraged to increase in size beyond an extent that makes it available for experiment and observation. On the other hand, as a laboratory school it must be provided with the means for realizing all the aims that we have described.

The positive recommendations of the Commission, therefore, taking into account the varied character of the constituency, the diversity that prevails throughout the country in the organization of secondary schools and Junior Colleges, and the special function of the University High School, are as follows:

- A. We recommend the enlargement in scope of the University High School so that it shall accomplish the aims of general education as previously defined. The extent and nature of the enlargement, in respect to curriculum and buildings, are left to the consideration of the administrative officers of the School of Education. We assume that the High School thus enlarged will consist of day students living at home in Chicago or the vicinity. We recommend, nevertheless, that any student in the developed University High School, on reaching an age, usually about seventeen, at which separation from home may be desirable, shall be allowed to transfer to The College hereafter described and to continue his general education with the privileges of residence in residence halls such as The College alone provides.
- B. We recommend the establishment of an institution, to be known as The College, which shall serve as a means of adjustment between the attainments achieved in the High Schools and Junior Colleges elsewhere in the country and the complete attainment of general education as previously defined. The individuals entering The College on graduation from High Schools or Junior Colleges will be of the most varied character if measured by the standards of achievement required in our proposed scheme of general education. Each individual will have met the requirements of our plan to some extent but the extent will vary widely in individual cases. The curriculum of

The College, therefore, must include nearly all the subjects hereafter described (p. 5 ff.) as necessary to the accomplishments of the aims of general education, and the length of time which an individual student must spend in The College will be determined solely by the evidence of his attainments elsewhere in the High School and Junior College and of his accomplishment of the aims of general education here in The College itself. We recommend that The College shall never include more than fifteen hundred students, of whom not more than three hundred shall be day students, the remaining twelve hundred living in residence halls hereafter described.

- C. The College is an institution in which education, as distinguished from professional training and research, is the primary and sole function. Its instructional staff must consist of men and women who are primarily teachers, not researchers. Its student body are learning to think judiciously, to seek breadth and depth of aesthetic appreciation, and to live decently and decorously. The principles of educational and social control underlying it differentiate the College absolutely from the Graduate and Professional Schools. Obviously, The College should be a separate entity, locally removed from that part of the University which is devoted to study on the level of independence acquired in The College.

We therefore recommend the reservation for The College of three adjoining blocks already owned by the University of Chicago. And we recommend the use of the central one of these three blocks for buildings devoted to classrooms, laboratories, administrative offices, and various means of unifying the social life of The College, the use of the western block for men's residence halls, the use of the eastern block for women's residence halls.

III. The organization of The College.

1. The Curriculum

It has already been indicated that the High Schools and Junior Colleges of the country exhibit a wide diversity if judged on the basis of the scheme of general education provided by our plan. This diversity makes it imperative to include in the curriculum of The College all the subjects through which the three types of independence are achieved except such as are quite generally and satisfactorily taught in High Schools. But it should be understood that the normal student, on entering The College will already have completed elsewhere at least half of the work prescribed in our plan of general education, and (cf. p. 11) admission to The College will in part be determined by the fulfilment of at least that proportion of the work included in the following program of studies. The measurement of these subjects in terms of time, as units of the High School system, will be found in Appendix A. We are concerned at present only with the educational purpose of the subjects in the curriculum, and we briefly describe the content of the subjects as determined by that point of view.

A. Independence in the processes of thinking

1. Ability to use the vernacular correctly and clearly. This involves an understanding of conventional usage and the essential

grammar of the English sentence. English composition should be learned only as a part of the learning process in the various other subjects 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.

2. History: (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.
3. Logic, viewed as a description of the methods of valid thinking.
4. Mathematics: the essentials of algebra, geometry as a system of space relations, the essentials of trigonometry, introduction to the calculus.
5. (a) General Biology: an understanding of the generalizations of biology that are significant to human society, including the structure, behavior, and nutrition of typical plants and animals, their relation to their environment, reproduction and heredity. (b) Chemistry: an understanding of the essential nature of chemical changes, and the applications of chemistry to everyday life. (c) Physics: the fundamental laws and physical properties of matter, and the applications of physics to everyday life.
(NOTE: as an optional alternative to a, b, and c for women, Biology, Chemistry, and Physics may be reorganized with reference to the household.)
(d) Geography: an understanding of the more important relations between man and his natural environment, of the adjustments which representative groups of people have made to the combinations of natural environmental conditions in the regions in which they live, of the ways in which and the reasons why men use the land and its resources as they do, of the advantages and disadvantages of typical regions throughout the world for utilization by man.
(e) Geology: an understanding of the evolution of the physical world, and a comprehension of the major geological processes.
(f) Astronomy: the unity of the universe and its relation to science and life.
(g) Economics: an understanding of the major aspects of the economic organization of society and the major economic controls.
(h) Politics: American civil institutions, liberty and the law, the nature of the political state, the nature of law, the main historical bodies of law as civil controls.
(i) Human Psychology: a descriptive course covering the processes of the mental organism and calculated to develop an intelligent attitude toward the problems of the mental life.
6. Reading knowledge of two foreign languages including the necessary grammatical structure.

B. Independence in aesthetic appreciation.

1. (a) English literature: the English classics and contemporary literature.
(b) The literatures of the foreign languages studied.
2. Description of and experience in the typical forms of music, and of the pictorial and plastic arts.

C. Independence in moral living.

1. Ethics: a realization of the moral order in society as the result of evolutionary processes. The principal data of ethics as a rational body of principles.
- 2-4. The aims listed above (p. 3) under these numbers are achieved through the organized social life of the school.
5. (a) Human anatomy, physiology, and hygiene, designed to develop an intelligent attitude toward the regulation and control of the bodily organism.
(b) Physical development through directed exercise. Here again the aim is mainly achieved through the organized social life of the school.

Supplementary projects and expansions in the curriculum are desirable: for example, in zoology and botany, in voluntary work in the fine arts, in an additional foreign language, in the study of common mechanical appliances of the day, and in economics. Conference work in the teaching of English and foreign literatures and in the guidance of desultory reading is implied in the program. The specified subjects amount to twenty-nine units; the period from the seventh grade through the Junior College provides time for at least thirty-two units, leaving a leeway of at least four units. (Compare Appendix A)

2. The Administration of The College.

Entrance to The College: We recommend that the general program of the Committee on Selective Admission, at present operative in the University, be accepted as the procedure of admission to the newly organized College, with a modification of the purely curricular requirement. Stated in terms of the units required by our plan of general education, admission to The College would be granted on the satisfactory completion of at least fifteen out of twenty-nine units covered in the curriculum as described above. It should be understood that this requirement does not mean fifteen units chosen at random but that, for example, if any foreign language is offered, not less than a reading knowledge of that language will be accepted. Further details are left to the consideration of the Board of Examiners.

Graduation from The College: The progress toward attainment of intellectual, aesthetic, and moral independence should not be tested merely by formal examinations, 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.

The Administrative Staff of The College:

The administrative work of The College requires:

- a. A Dean, whose entire time should be devoted to the administration of The College; two Associate Deans, devoting at least half of their time to administrative work, one for general assistance, the other in special control of student organizations, social affairs, and student activities in general; sixteen Assistant Deans, devoting half of their time to administrative work, eight men and eight women, each living in one of the sixteen dormitory units hereafter provided. To meet some special needs of the women students one of the eight Assistant Deans of Women should be selected as Senior Dean of Women, a woman of maturity, broad culture, social experience, and tact.
- b. A Board of Examiners to administer the procedure of selective admission.
- c. A Recorder to assemble and arrange the records of students according to the case system.
- d. A Health Officer and small staff, including a psychiatrist.
- e. A Librarian, whose function shall be not primarily the ordering and cataloguing of books but the stimulation of reading habits and personal guidance in the use of books.
- f. A Business Staff, including agents of the central business offices of the University.

3. The Personnel and Organization of the Staff of Instruction

General Policy: The success or failure of The College 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 College 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 constant alertness in discovering teachers of promise whether or not immediate appointments are contemplated. Two considerations are fundamental in the selection of teachers: (a) The College is not an institution for research, and the teachers though they may well be potential scholars, should be free from any constraint to accomplish anything but success in teaching; (b) In view of the emphasis in The College upon social control and the development of character as well as intelligence, the personality of the teacher is of much greater importance that it is in the Graduate or Professional Schools.

This volume, consisting of precise citation on various subjects, is not a report, but a series of studies, which will be of great value to the student of the history of the college. It is the intention of the Commission to publish this volume in the form of a book, and to make it available to the student of the college.

The Administrative Staff of the College

The administrative work of the College is of the highest importance.

The Commission has found that the administrative work of the College is of the highest importance. It is the intention of the Commission to publish this volume in the form of a book, and to make it available to the student of the college.

A Board of Trustees to administer the property of the college.

A Faculty to administer the property of the college.

A Board of Officers and Staff, including a President.

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Methods of Appointment: Appointments should be made by the President and Trustees of the University on nomination of the Dean of The College. Such nominations should be made after consultation by the Dean with the Chairman of the Department and any other persons directly concerned. Candidates for positions, so far as it is possible and desirable, should be tried out either as instructors in the Summer Quarter or for shorter periods, and in any case personal interviews should precede nominations for appointment.

Size of Staff: It is roughly estimated that the program of studies, almost entirely prescribed, will require for a constituency of fifteen hundred students about seventy-five instructors in addition to the administrative officers.

Organization of Departments: Without wishing to prejudge conditions that may arise or to predetermine details of organization we recommend that the arrangement of departments for administrative and educational purposes be planned with reference to the common educational purposes and principles which unify certain otherwise distinct fields of knowledge. For example, it is desirable (a) that the Departments of Physics, Chemistry, and Biology be grouped together, and apart from a group composed of the Departments of Geology, Geography, and Astronomy; (b) that the Department of Classical Languages be not wholly divorced from the Department of Modern Languages; and (c) that the Department of Literature, whether English or Foreign, be quite distinct from the Departments of Ancient and Modern Languages.

Methods of Teaching: Again without intending to anticipate the more intelligent and specific conclusions of the administrators and the teaching staff we desire to emphasize the fact that The College will be composed of individuals at various stages of progress toward the achievement of intellectual, cultural, and volitional independence. 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 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. In this connection we invite special attention to the feature of the program which provides sixteen Assistant Deans, resident in the halls, whose duties are not only administrative but educational, and whose services will be available for conference and tutorial work especially in connection with courses in history and in literature, and in the development of various projects accessory to the formal courses of the curriculum.

Remuneration of the Staff: We recommend that the salaries and other forms of remuneration, such as vacation credit, be arranged so as to secure the services of highly competent teachers of experience and vision.

Tuition Fees: We urge upon the attention of the trustees of the University the desirability of considering means by which the individual student shall pay the actual and full cost of his education. By a combination of payments during residence in The College with annual payments over a term of years after leaving The College it should be possible for the individual student

without essential hardship to pay the actual cost of his education and for the institution itself to be independent of endowment funds.

4. Material Equipment of The College.

In approaching the subject of buildings to meet the social and educational needs of The College we wish to direct the attention of the Trustees of the University at the outset to the advantages of an economical policy in planning the physical equipment of the institution. In this respect, as throughout our program, the fundamental fact is that this new institution is devised for the purpose, primarily and solely, of education. The University has an opportunity to construct buildings in harmony with the Collegiate Gothic type of architecture represented in the present buildings north of the Midway, but happily diverging from that type of construction in order to satisfy the specific needs of education and to introduce a pleasing variety in the general architectural unity of the University as a whole. It is particularly desirable, in planning the details of buildings for laboratories, classrooms, and administrative offices, that experts in the planning of buildings for educational purposes should be consulted before the services of an architect are employed. The financial outlay for the new institution will be presumably much reduced if, for example, buildings of brick with limestone facings are constructed instead of buildings wholly of limestone, and further saving is easily secured if the chosen type of architecture is adaptable to the educational needs of the institution.

A. The residence halls on the eastern and western quadrangles

It should be apparent from the statement of the aims of a general education that social control is an important factor in the achievement of our purposes. 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 in contact with one's fellow-beings under proper guidance and control. The Commission, therefore, regards the unification of the social life of The College as one of the great possibilities of the new institution. In providing for not over three hundred students who may live outside the residence halls we are regretfully departing from the logical consistency of our plan in order that individuals of the best quality may not be deprived, for financial or other reasons, of the advantages of work in The Colleges. But we hope that such day students will be carefully selected and the number definitely limited. And these day students should be attached as closely as possible to the social units provided in the plans for residence halls. In the main the purpose 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.

In organizing a community of twelve hundred students in social groups it is desirable that relatively small units should be the basis of the organization though these small units may be profitably so arranged as to admit inclusion in larger units for special purposes. The special condition imposed by the necessity of providing cooked food for the members of the community, the more important considerations affecting the social life, suggest seventy-five as the most desirable small unit of division. Some economy in feeding

and certain social advantages will be secured if these small units of seventy-five are then grouped in larger units of three hundred. The general plan for residence halls, therefore, provides

- (a) For men, on the Western Quadrangle, two structures accommodating a total of six hundred students, each divided into four units with separate entrances.
- (b) For women, on the Eastern Quadrangle, two structures accommodating a total of six hundred students, each divided into four units with separate entrances.

Household Arrangements: Decency, privacy, convenience dictate the main requisites of the housing within the residence halls. Single, not double rooms, not smaller than eight and a half by twelve feet, lavatory equipment for every two or three rooms, closet space, finish and furniture such as to reduce the amount of cleaning and yet be of pleasing design, deadened walls and double doors making possible the use of typewriters and musical instruments without interfering with the comfort of others, are among the obvious desiderata.

We recommend, as worthy of consideration, the construction of a kitchen on the top floor of each of the four large residence halls, so arranged as to be a source of supply for ^{four} dining rooms of the smaller units on the floor below. These four dining rooms, however, are to be separate one from another, unifying that phase of the social life in the smaller units of seventy-five.

The needs of the kitchen, dining room, and household service will require the construction of a bakery and also of a laundry away from the three quadrangles devoted to The College.

Social and Intellectual Life: We regard as capable of highly important results the unifying in these residence halls of the social and intellectual life of the student groups.

Each of the sixteen Assistant Deans, carefully selected unmarried men and women, will reside in one of the residence halls and be responsible for the development of the social and intellectual possibilities of the life therein. These Assistant Deans should not only have special qualifications for their task but should be provided with living quarters adapted to the needs of their undertaking. They should also be furnished with means, in respect to salary and vacation privileges, calculated to insure and enrich their own social and intellectual development, such for example as foreign travel and easy access to the various cultural opportunities of the city and of the country at large. Their functions on the educational side, 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 Assistant Deans with students outside their residential units, it should so far as possible be developed so as to increase their intelligent acquaintance with and their personal influence upon the members of their particular residential group. In brief, we hope that as the result of experiment these Assistant Deans may become most influential personal agents in the promotion of the plan of general education, and we urge in their behalf a full recognition,

at the outset, of their opportunities and an adequate equipment for the performance of their function.

To promote the social unity of these small groups each of the sixteen residential halls should be provided with an assembly room large enough to accommodate the seventy-five members of the group and at least twenty more of the group of day students attached to the residential hall. It is possible that the dining room might be so constructed as to meet the needs of such an assembly room.

Each of the sixteen residential halls should also 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 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. This 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 under the direction of the Librarian of The College.

In general such measures should be devised 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.

Physical Culture and Recreational Activities: The Commission assumes that the two large structures on both the eastern and the western quadrangles will face the Midway and occupy the entire frontage and possibly part of the adjacent sides. This will leave large open spaces in the remainder of each block for the development of physical exercise and outdoor sports.

In this development the Commission urges (a) that such provisions as are made for this purpose be devised and directed as an essential part of the program of general education and as a rational development of the Department of Physical Culture without destroying the spontaneity of individual effort in playful exercise and organized games, (b) that a primary purpose be the stimulation of all individuals, rather than a selected few, to develop and maintain their physical well-being, (c) that intramural sports and intramural competitive contests be encouraged.

The space available in these two blocks also admits the ultimate erection of gymnasiums for men and women. Whenever the space now open to men and women in Bartlett Gymnasium and in the gymnasium in Ida Noyes Hall is overtaxed, and the activities of students in The College thereby hindered, we should recommend the erection of such buildings on the eastern and western quadrangles for the exclusive use of students in The College.

In addition, in the construction of the residential halls, we should welcome any provisions that can be made for indoor sports without disturbing personal comfort and the quiet conducive to studious habits.

B. The buildings on the central quadrangle

In providing for the buildings devoted to education and administration, and to the social organization of The College as a whole, we shall only roughly

At the present time, the Commission is engaged in a study of the status of women in the United States, and is preparing a report on the subject.

The Commission is composed of members from various fields of activity, and is working to bring about a better understanding of the position of women in the United States. It is also working to bring about a better understanding of the position of women in the world.

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estimate the amount of space required and the general types of rooms and buildings without considering such details as precise location or definite interrelation. A student body of fifteen hundred registering in courses in a limited and largely prescribed curriculum may be accommodated in a relatively small space and with a correspondingly small outlay of money. As a basis for our rough estimate we assume sections and classes of not over thirty, and the use of a given room from six to eight hours a day.

Classrooms and Departmental Offices: A building containing about twenty recitation or lecture rooms will accommodate the students in non-laboratory courses. Since the courses in a given department are few in number it will be possible to arrange and furnish one or several classrooms specifically for the purposes of a given department, to be used exclusively by that department. Departmental offices should be closely connected with the departmental classrooms, thereby promoting closer contact between students and instructors.

Laboratories: A building containing about sixteen laboratories and eight classrooms will accommodate the students in courses in the sciences. Departmental offices should be in close proximity to the laboratories and classrooms of a given department. Five different types of laboratories will be required, for Geography and Geology, for Chemistry, for Physics, for Biology, and for Home Economics.

Library: Because of the provision for libraries in each residential hall the main library of The College need not be large. It will include mainly standard books of reference, such periodicals as are not adapted to the needs of the residential halls, and such books required for collateral reading in courses or desirable for general reading as are not adapted to the particular needs of the residential halls. The library should contain a reading room, an office for the librarian of The College, stack space, and accommodations for the working staff. The building might form a wing to the Classroom Building required for non-laboratory courses, or serve as a link between the two buildings required for the humanistic and scientific departments.

Fine Arts Building: It is highly desirable that as a separate building, or as a wing to the Classroom Building for humanistic studies, a small number of classrooms, laboratory rooms, lecture rooms, and exhibition space should be furnished for the work in the Fine Arts. Aesthetic considerations, special attention to lighting and acoustic properties, should determine the character of the structure.

Administration Offices: Offices are required for the Dean and the two Associate Deans, for the Board of Examiners, for the Recorder, for the Health Officer and his staff, for the Superintendent of Buildings and Grounds, for agents of the business offices of the University.

Social Activities of The College: In addition to the special provisions in the residential halls, the student organizations and student activities of The College as a whole should be properly unified on the central quadrangle. A large Assembly Hall accommodating about twelve hundred may be ultimately necessary, but for the present the occasional need for a gathering of the entire College may perhaps be satisfied by some one of the large assembly rooms north of the Midway. A small Assembly Hall accommodating six hundred

is more immediately desirable, adapted to lectures, concerts, and dramatic productions, and provided with movable seats so as to be available for dances. Smaller social rooms for use by both sexes in common, and by each sex, should include lounging space and provision for games and social recreations of small groups. Several club rooms, accommodating about twenty-five, are desirable. The organized student activities require offices (a) for student publications, (b) for dramatic organizations, (c) for religious organizations, (d) for the Student Council. Several small committee rooms are also desirable.

IV. The relation of The College to The University and to the Secondary School System.

1. The relation of The College to The University

Through the establishment of The College many conspicuous advantages accrue to the University proper in developing, on the level of the attainment reached in The College, all the possibilities of research and of training for professional careers.

In the first place, a large amount of space in the laboratories, libraries, and classrooms on the main campus will be released for the further and more comfortable elaboration of the aims of The University. The present crowded conditions will be relieved. The residence halls on the same campus will become available for students in The University. The social and educational purposes and opportunities are immediately enlarged and enriched.

In the second place, the establishment of The College insures the presence in The University of a large number of students admirably qualified for advanced work. We have conceived the aims of a general education with a view primarily to fitting the individual for an intelligent and appreciative and purposeful life. We have tried to make as inevitable as possible the development of the individual into a human being familiar with and actively engaged in the processes of thinking in the important fields of human knowledge, vitalized by a reasonably broad and deep cultural experience, and convinced of his obligations to and opportunities in the world of modern society. We urge the careful consideration, by those members of The University who are primarily devoted to the promotion of research and of professional training, of the product likely to result from such a program of general education. We contend that the issue will be men and women whose qualifications, in respect to the content of their mental equipment, the facility and validity of their mental processes, the richness of their cultural background, and the intelligent force of their social activities, will raise them far above the level of the students who, under present conditions, emerge from our so-called Junior College into the No Man's Land of the Senior College as a preliminary to entrance upon graduate work.

It is manifestly our purpose sharply to define and distinguish graduate work and professional training from general education. Our plan indicates the cleavage between the Junior College and The University proper. We have determined this line of division largely as the result of considering psychological conditions in the individual and the general trend of developments in education as they may be clearly seen today. But it is worthy of remark that conditions in The University at present point in the same direction. Although the

work of Junior College students is done almost wholly in Junior College courses, graduate courses and Senior College courses are inseparable. Work in the Junior College is already a rather distinct entity, and the staff of instruction in the Junior College is largely different from that in the subsequent years of the undergraduate curriculum. On the other hand the Senior College and the Graduate Schools are very closely associated and interdependent. (Cf. The Report of the Library Commission, pp. 61-2.)

We, therefore, count on the co-operation of the faculties of the Graduate and Professional Schools in furthering this sharp distinction, essential to our plan, between The College and The University, between general education as a completed stage of development before specific training can properly begin, and the various Graduate and Professional Schools in which the doctor, lawyer, business man, scholarly scientist and scholarly humanist are trained for their careers.

In Appendix B we have listed the courses at present given in the Junior College which by our plan are transferred to The College. With only very few exceptions, in our opinion, a student who has finished his work in general education is almost immediately qualified to enter upon graduate work in any of the Professional and Graduate Schools. Furthermore, in those cases in which a small number of majors, according to the special requirements of a given department, remain to be accomplished before the student is apparently qualified to enter graduate status, (1) we hope that departments will recognize the high degree of general ability secured by this plan of general education, (2) we urge the careful revision of such remaining requirements to promote, if possible, more immediate entrance into graduate and professional work, (3) we beg to direct the attention of individual departments to the fact that any such remaining requirements will be satisfied in a much shorter time than at present, owing to the fact that the student entering The University from The College at once concentrates upon his special professional training, and is entirely free from any such requirements as are at present imposed in the Senior College as prerequisite to a Bachelor's Degree.

In thus emphasizing the sharp cleavage effected in our plan between The College and The University and the desirability for promoting immediate entrance upon graduate and professional work, we do not intend that any student who has failed in The College to make his choice of a specific profession or other career shall be prevented from ranging at will through the advanced courses in The University proper. In fact it should be apparent that absolute liberty is extended to such a student.

Again, it should be emphasized that much as we desire and favor the sharp differentiation of The College from The University, there is nothing in our plan that prevents a student who has entered any of the Professional or Graduate Schools from taking courses given in The College in subjects which are needful for the successful pursuit of his professional career but which were not required of him in the stage of general education. For example, a student who has taken Latin and French in The College, may after entering the University wish to acquire a knowledge of German.

Finally, we wish to emphasize the fact that, if this plan of the College is accepted and realized, only a first step has been taken toward the reorganization of The University as a whole. It should be obvious that such fundamental

changes in the substructure of higher education are abortive if they do not result in a complete revision of the aims of higher education itself, and in essential modifications of the organization of The University proper, with particular reference to the adjustment of work now regarded as Senior College work. If The College is established, every department of the Graduate Schools and every Professional School immediately acquires a new responsibility. It will be desirable to reconsider the objectives, and the most effective means of accomplishing the highest aims, in the several fields of knowledge and in professional training. Nor will such consideration be properly balanced, or conducted with due sense of perspective, unless the investigation is guided by a commission representing the interests of The University as a whole.

2. The relation of The College to the Bachelor's Degree.

The commission contents itself with expressing certain opinions and suggestions regarding the status of the Bachelor's Degree in relation to the curriculum of The College.

- (a) Consistently with our general aversion to mechanical measurements we doubt the value of degrees except as convenient labels to mark the attainment of professional training, and we should favor granting to graduates of The College a mere certificate that they have completed the stage of general education.
- (b) If any of the existing degrees must be awarded to graduates of The College, we submit that the attainment of intellectual, cultural, and volitional independence is worthily marked by the award of the Bachelor's Degree.
- (c) We admit, however, that the use of that degree to mark the accomplishment of four years of undergraduate work in other institutions of the country would lead to adverse criticism of the University of Chicago if it bestowed the Bachelor's Degree for work completed, in many cases, within two years after graduation from the High School.
- (d) We, therefore, suggest that a Bachelor's Degree be conferred on graduates, of The College after they have completed properly organized and unified work under the direction of any one department of the Professional or Graduate Schools.
- (e) In the special cases of graduates of The College who have not decided upon any definite professional career we suggest that this work for the Bachelor's Degree be distributed, under proper guidance and control, among several departments.

3. The Relation of The College to fraternities.

The proposed organization of The College is intended to provide all the advantages that at present result from membership in the Greek letter fraternities and all other organizations that provide residential quarters. We, therefore, recommend that the fraternities and other corresponding organizations extend their privileges only to students in The University proper.

4. The relation of The College to the training of teachers.

The establishment of The College makes imperative the training of teachers specially prepared to carry out intelligently the task of general education. We urge the co-operation of the various departments of the University in devising programs of work in The University which shall combine the control of a given subject with an intelligent mastery of the art of teaching that subject as part of the curriculum of general education. We suggest that the Master's Degree would fitly mark the achievement of such professional training, and that the work be organized as an extension of the program in a specific subject previously outlined for the Bachelor's Degree.

5. The relation of the College to the Secondary School System.

It is highly desirable that means should be devised for the closest possible co-operation with the High Schools and Junior Colleges of the region from which we draw our constituency, and that every possible assistance be given to such High Schools and Junior Colleges elsewhere as desire to realize the aims of general education according to the plan of our organization.

Appendix A

The following list, for those interested in the scheme of general education as it might be worked out in the existing secondary school system, indicates in terms of High School units the time that might properly be devoted to the pursuit of the individual subjects in the proposed program of studies. A unit is defined as not less than four hours per week of work throughout a school year.

It should be borne in mind that, although for convenience we express the approximate time allowance in terms of High School units, the real unit is the course itself. The unit in Survey of Civilization, for example, means the intellectual achievement contemplated by the course, not the duration of time required to achieve the desired results.

Subject	Units
English Language	1
History	
a) Survey of Civilization	1
b) Modern History	1
Logic	1/2
Mathematics	3
General Biology	1-1/2
Chemistry	1-1/2
Physics	1-1/2
Geography	1
Geology	1/2
Astronomy	1/2
Economics	2
Politics	1
Human Psychology	1/2
Reading power in two foreign languages	4

Report of Commission on Future of Colleges- 19

Subject	Units
Literature	
a) English (formal work)	2
(informal work)	1
b) Foreign Literatures (two)	2
Fine Arts	
a) Music	1
b) Pictorial and plastic arts	1
Ethics	1/2
Human Anatomy, Physiology, Hygiene	1

29

(Note: As an optional alternative to Biology, Chemistry, and Physics, a course for women organized with reference to the household, and including human physiology and nutrition - 4-1/2 units.)

It may be noted that the eight years from the beginning of the seventh grade through the Junior College leave room for 32 units of work. The above program can be accomplished by individual students in less than the time indicated. There is, therefore, abundant opportunity of enriching the curriculum by the addition of supplementary or new subjects, such as botany and zoology, various accessory interests in the science field, especially in the direction of study of the mechanical appliances of the present day, an additional foreign language, extension of the work in fine arts, and in economics.

Section 1

- 1. (a) ...
- 2. (b) ...

Section 2

Section 3

Section 4

It is noted that the ...

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

July 9, 1923

Calvin
Fub
7-11-23

QUESTIONS FOR COMMITTEE ON COLLEGES TO CONSIDER:

1. What methods supplementary to a marking system are in use or can be devised for determining whether a student should be received or retained?
2. What methods are in use or can be set up for directing students who are refused or dropped as to their wisest course? Is rejection our whole duty?
3. Is it to be assumed that other colleges can wisely take those whom we refuse? Is an intellectual aristocracy a good thing for us?

Harold H. Swift
Union Stock Yards
Chicago

Full
01493
Lakeside, Mich.,
July 24, 1923.

Dear Mr. Burton:

You will be interested in a paragraph or two in reference to your dream of the colleges, that I received a few weeks ago from a friend and alumna of the University. It is as follows:

"I just tried to get you on the phone but knowing you're hard to reach decided to write how thrilled I was over reading Dr. Burton's speech.

"My vision doesn't compare in breadth length or depth to his - but his idea of forming smaller groups was what I feebly tried to tell you of in a note I wrote you last year. It's reach seems so endless for I feel perhaps I could have been a bigger woman or one of more worth if I had had the intimate influence of people who were earnestly living something. Then there are so many who come to the University who never get any contact with people or things outside of their tiny vision except in the classroom -"

Yours cordially,

Harold H. Swift

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Sub

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

August 2, 1923

President Ernest D. Burton
The University of Chicago

My dear President Burton:

I am sending herewith a file of
College Problems worked on by Dean Angell and
more recently by the Curriculum Committee and
myself. President Judson placed them in my
hands. These matters belong in the president's
file, to which I return them.

Very truly yours,

David A. Roberts

The Curriculum Committee, at its meeting on March eighteen, considered the following general plan and also the particular plan for reducing the amount of elementary work in the Romance Department. The second part of the report, namely, that referring to the Romance Department, was adopted and will be presented to the faculty of the Colleges of Arts, Literature and Science at its first meeting in the spring quarter. It was voted to send the report to heads of departments with the request that consideration be given to the general plan. Departments are requested to report at an early date to the Recorder their reaction to the general plan. These reports will be considered during the spring quarter by the Curriculum Committee and will be reported to the faculty as soon as possible after the departmental reports have been considered.

The general plan is as follows:

Each department of the colleges shall establish more clearly than at present the point at which college work within the department properly begins. The first course designated by the department as of college grade shall be the first course to be counted toward graduation. From this point on there shall be arranged a series of sequences corresponding in general character to the present senior-college sequence. These sequences shall be so organized that when a student completes a sequence he shall be known to possess a degree of specialized knowledge within the department's field which will justify the institution in guaranteeing its degree as a mark of real mastery in some measure of the field. Specialization of this

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type shall be of major or minor degrees of completeness according to the extent of the student's training. Each student shall have at least three lines of specialized knowledge. For the purposes of this report it may be assumed that the student will thus be required to complete for graduation one primary sequence and two secondary sequences. These could be arranged by departments on the present plan as nine majors for the primary sequence and six majors for each of the secondary sequences. Graduation from the colleges would thus depend on a definite attainment on the part of the student in three coherent lines of study. The student could take other lines of work if he desired, that is, he could take electives as long as his patience and resources permitted, but his graduation would depend on his specialized attainments in three departments. The departments could set up, if they deemed it wise, requirements above the minimum suggested, but they would be responsible to the University for the guarantee that the student who had completed a primary or secondary sequence possesses specialized knowledge justifying a degree.

Specialization in three departments with sequences of the present number of courses, namely, nine majors for primary sequences and six majors for secondary, would require the completion of a minimum of twenty-one majors for graduation. A certain number of scattered electives may be added to bring this required minimum up to twenty-seven majors. If the faculty sees fit, any other number of majors may be designated as required for graduation. The principle involved in all these cases is that graduation depends on some specified achievement in designated lines.

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Once the college requirements are thus laid down, all other work becomes preparatory work, or free elective work, not related to the degree. Requirements for this preparatory work can be defined^{so}/as to include the equivalent of the preset college requirements for freshman year. Students may get preparatory and elective work wherever it is most convenient. Some of it will be available in high schools; some can be taken in college classes outside of the departments in which the student is pursuing his sequences.

The arrangement provides ~~fe~~ also for composite sequences of a vocational or professional type. Thus certain groups of courses in law or in the premedical sciences may be accepted, as now, as sequences.

Such a definition of the requirements for graduation would in no wise disturb the present requirements, so far as they affect the first fifteen units of preparatory work. These could be left as now covering all the chief fields of knowledge and requiring a certain amount of concentration in two fields. Further definition of the work equivalent to the first nine majors of college work could be made in keeping with the principles at present embodied in our entrance requirements.

The second part of the report, to which we now turn, deals with the Romance Languages and offers a recommendation with regard to these languages, it being assumed that no other department is participating for the time being in the plan to eliminate elementary majors.

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There are disadvantages in attempting to put the plan into partial operation. Unless the principles involved in the foregoing sections of the report are generally adopted by the departments which do the major instructional work of the colleges, the single department which attempts to adopt these principles will lose students and will suffer in its influence among undergraduates because its credits will be relatively inaccessible. The Committee believes that the principles set forth in the general plan are valid, but will recommend at one point below a departure from these principles to meet the situation which may arise if the general plan is postponed by the Curriculum Committee or the faculty.

First, it is recommended that whatever arrangement is made regarding elementary courses in French be made in identical form for Spanish in order to avoid the overcrowding of Spanish courses which would inevitably result if beginning Spanish were given and beginning French were withdrawn.

Second, it is recommended that college French and Spanish begin with the courses now designated as French 4 and Spanish 4. The future designation of a point at which senior-college French and Spanish ought to begin will develop as experience accumulates under the plan proposed.

Third, it is recommended that courses 1 and 2 in both languages be discontinued at once so far as the college department is concerned and that the courses numbered 3 be discontinued later if the present plan succeeds.

Fourth, it is recommended that completion of sequence

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First, it is recommended that whatever arrangement is made regarding elementary courses in French be made in identical form for Spanish in order to avoid the overcrowding of Spanish courses which would inevitably result if beginning Spanish were given and beginning French were withdrawn.

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Third, it is recommended that courses 1 and 2 in both languages be discontinued at once so far as the college department is concerned and that the courses numbered 3 be discontinued later if the present plan succeeds.

Fourth, it is recommended that completion of sequence

requirements in either of these languages be on the basis of secondary or primary sequences of six and nine majors respectively, together with such preliminary courses as may be required by the department.

Fifth, it is recommended that, pending the adoption of a general plan by the colleges for elimination of all preparatory courses, the colleges give to all students who complete a secondary sequence of six majors in French or Spanish credit toward graduation for nine majors, and to all who complete a sequence of nine majors in French or Spanish credit toward graduation for twelve majors, provided that these credits shall in either case be diminished by such number of majors as are required in any given case to satisfy the student's entrance requirements. The amount of credit thus arranged may on further consideration need to be adjusted to the extent of one major to conform to present practice.

Sixth, it is recommended that any student who enters French or Spanish at a level higher than the first college course be credited toward graduation with majors in this language on the same principle as above. For example, a student who enters with two units of preparatory French and two majors of college French from some other institution will be admitted to a French course which is two majors above the first college course (course 4) and will be given six majors' credit toward graduation after completing four majors in this institution.

Seventh, if the Romance Department alone adopts the plan, it will be wise to depart from the strict interpretation

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Seventh, if the Romance Department alone adopts the plan, it will be wise to depart from the strict interpretation

of the principles of this report and we recommend that when a student has taken three majors of French or Spanish, above his fifteen units of entrance requirements, and successfully completes French 4 or Spanish 4, he be credited with four majors toward college graduation, even though he do not pursue a full college sequence, provided he secure from the Departmental Examiner in advance permission to enter French 4 or Spanish 4 with such a credit arrangement in view. This clause in our recommendations should be subject to review at any time when a second department comes under this plan.

Eighth, it is recommended that whenever a student is found to be registered in a course which he cannot carry with profit, he be dropped. Since the college is in no wise responsible for his inadequate preparation in such a case, it is recommended that the practice of retaining such incompetent students be discontinued, even though the student goes through the remainder of the quarter with only two majors. Such a ruling is undoubtedly justified from every point of view. It is demoralizing to classes to continue the present practice and it is always true that a weak student would profit by concentrating on two majors.

This report does not attempt to deal with the provision that the University High School will make in order to provide elementary French and Spanish for those who want such courses. It is assumed that arrangements can be made for such courses if the college faculty approves the above plan.

It is recommended that the plan, if it is to go into effect this fall, be presented to the faculty at the earliest

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It is recommended that the plan, if it is to go into effect this fall, be presented to the faculty at the earliest

possible moment in order to make it possible to work out the administrative details involved.

It is also recommended, if any part of this plan is adopted by the Curriculum Committee, that copies of the adopted report be sent in advance of the faculty meeting to all heads of departments with the request that departmental meetings be held to consider the plan.

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Fub

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

September 18, 1923.

223967

*Statement of expenses
sent to Auditor*

President E. D. Burton,
The University of Chicago.

Dear President Burton:

While in the east I went to Hanover, in accordance with your suggestion, and had a pleasant and, I think, profitable interview with President Hopkins.

I discussed with him, inter alia, Faculty-Student relations, Faculty Advisers, Student Government, general examinations, special initiatory Freshman courses, means of estimating the success of teachers, and the elimination of unsuccessful teachers.

I enclose herewith a memorandum of expenses incurred upon this trip.

I am expecting to go to ^{ne}Columbia, Ohio, late in November, and hope to be able to arrange in connection with that trip for the conference with President Hughes which also, you suggested.

Very sincerely yours,

Ernest H. Wilkins

Dean of the Colleges.

EHW:F

1 enclosure.

Harold H. Swift
Union Stock Yards
Chicago

September 24,
1923

224026

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

Dear President Burton:

Thank you for yours of September 21 giving the names of the Faculty Group for the Commission to Study the Future Development of the Colleges. I have already sent the Trustee Group names to Mr. Dickerson and am under the impression that he has passed on the information to them. They are -

Bond, Chairman
Donnelley
Gilkey

This seems to me to keep our alumni influence and to give us access to the best there is at Yale and Harvard. I am sure they are all vitally interested in the problem as well.

Would you be good enough to consider and decide how the two groups may best merge; whether to ask them to serve under the chairmanship of Mr. Bond and the vice chairmanship of Mr. Prescott, for the Faculty Group, or to let each group have separate chairmen and effect their own organization later seems to me to be the question involved. I think the important thing is that they all shall understand it, so perhaps when you decide you would be good enough to instruct Mr. Dickerson to be sure that the organization is understood.

Yours cordially,

Harold H. Swift

Fule

September 19, 1923

My dear Mr. Gray:

On Monday evening, September 24, Mr. Wilkins, who as recently been appointed Dean of the Colleges of Arts, Literature and Science, will meet at dinner the staff of Deans in the Colleges, of which there are to be in the future about twice as many as heretofore. It has occurred to both Mr. Wilkins and myself that inasmuch as there are many matters of common interest to all the Colleges it would be a pleasant thing if you and Mr. Spencer, representing respectively the College of Education and the School of Commerce and Administration, could be with us. May I then, on behalf of Mr. Wilkins and myself, extend to you an invitation to be present at the Quadrangle Club at six-thirty, Monday evening, September 24?

Very sincerely yours,

Dean William Scott Gray
Faculty Exchange

EDB:HF

File

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as recently been appointed Dean of the Colleges of Arts,
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September 24

Very sincerely yours,

Dean William Scott Gray
Faculty Exchange
RDB:HP

Fm6

335194

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

October 10, 1923

President E.D. Burton
Harper Library

Dear President Burton:

Much gratified

I think you may be interested to know that in development of the plans mentioned at the dinner which you gave to the Deans before College opened, we have selected for immediate and intensive study three of the topics mentioned at that time, namely: the improvement of the quality of instruction, particularly in the case of young instructors in large classes; the devising of special means of treatment for the ablest students; and the simplification of the grading system.

Very sincerely yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

E1

The University of Chicago

Department of Latin

President E.D. Burton,

Dear Mr. Burton,

In behalf of the Commission on the Future of the Colleges I wish to inform you of the following facts:

The Commission is likely to complete the draft of its report in a fortnight. In positively recommending the reservation of property across the Midway for The College, as planned, and in making this recommendation public we run the risk at present of involving the university in some business difficulties. For as soon as this fact becomes public, individuals may endeavor to purchase and hold at high prices certain property across the Midway. Our report refrains from mentioning the precise location we have in mind, but we can hardly avoid locating the institution across the Midway.

You will recall that we have in mind the three blocks enclosed by Woodlawn Ave., Ellis Ave., 60th St., and 61st St. The University, I believe, owns all of the two western blocks but has not as yet full control of the property in the easternmost of these three blocks. Of course, we do not as a Commission know whether our plans will prove acceptable to the Trustees. But it seemed highly desirable to inform you that the publication of our report might lead to trouble unless the University Trustees are prepared at once to take measures to secure the possession of ~~the~~ the property between Woodlawn and University which is not at present owned by the University.

I need hardly add that we shall be glad to have any advice regarding the matter which would affect the proposed completion of our report in the next fortnight.

April 3d, 1924

Cordially yours,

Henry W. Prescott

The University of Chicago

Department of Latin

President E. D. Burton

Dear Mr. Burton

In behalf of the Commission on the Future of the College I wish

to inform you of the following facts:

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April 24, 1924

Cordially yours,
Johnny W. Brown

THE FUTURE OF THE COLLEGES
A Suggested Policy for the Present Pending Further
Discussion of the Matter

1. It is the practically unanimous conviction of our Faculty and Trustees that the University must retain its colleges and retaining them do its utmost to develop in them a better type of college education than is now prevalent in these Western States at least.

2. Such development can come only as the result of continued study and rational experimentation. The need of the present moment is to outline a plan which will make it possible to carry on such study and experimentation under favorable conditions.

3. In deciding on those conditions account must be taken of several factors of the situation.

a. The development of graduate and professional work which may reasonably be expected in the not distant future will call for all the space in the main quadrangles and on the blocks east and west of it. It is the part of wisdom to look forward to the time when the space north of the Midway not occupied by such general buildings as the Chapel, Library, and Administration, and the Athletic Field and buildings will be devoted entirely to graduate and professional work. There will of course be a considerable period before this result will be fully achieved, and some types of work for undergraduates such as Chemistry and Physics, may perhaps remain permanently in the same buildings in which the graduate work is done.

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b. Independently of any special theory for the educational development of the colleges it is evident that we urgently need additional buildings for the residence of our students. Those who are living in lodgings in the vicinity of the University would be getting their education under conditions far more conducive to the best results educationally if they were living in University houses, properly organized and conducted.

c. The property facing north on the Midway is well adapted to such residence buildings, and is probably the best place for them.

d. With a view to determining by experimentation what measure of separation of the work of the colleges from that of the graduate schools is educationally desirable from the point of view of both the colleges and the graduate schools, it is desirable to erect on the south side of the Midway a building which can be devoted solely to undergraduate work and which can serve as the center of undergraduate life in its more academic aspects.

4. To meet these conditions the best plan that is feasible is to erect a college Educational building on the block between University and Greenwood Avenues and between 60th and 61st Streets, reserving the rest of this block for further buildings of similar purpose, and to build residence buildings for women on the blocks east of University Avenue and for the men on those west of Greenwood Avenue.

5. Since the purpose of these buildings is to conduct under the most favorable conditions an experiment in under-

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women on the blocks east of University Avenue and for the men on

those west of Greenwood Avenue.

5. Since the purpose of these buildings is to

conduct under the most favorable conditions an experiment in under-

graduate education, the buildings should

(a) Embody the best ideals that we have yet reached and the most promising type of experiment, and

(b) Be so constructed as to be easily as possible modified if experimentation requires this.

6. The first Educational Building should contain rooms for study and reading, class rooms, and other rooms designed and equipped for whatever experiments in undergraduate education it may seem desirable to undertake. In addition there should be the necessary administrative offices and rooms for undergraduate activities of semi-academic character, such as the Undergraduate Council, the Honor Commission, Cap and Gown, Maroon, etc. It should be built with a view to future expansion if the experiment should call for it, and such modification as experience shall show to be necessary.

7. The residence buildings should not be mere dormitories, but places of humane educational residence. They should provide opportunity on one hand for personal contacts under the most favorable conditions, with older persons and fellow students, and for the silent influences of good books and art. They should provide for a library, a common room and a dining hall in each unit. They should provide also for the study parlor or semi-study of the resident fellow or tutor, which would make possible more intimate personal conversation with individuals or small groups than is possible in more public rooms. The aim should be to preserve the best features of our frater-

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parlor or semi-study of the resident fellow or tutor, which

would make possible more intimate personal conversation with

individuals or small groups than is possible in more public rooms.

The aim should be to preserve the best features of our former

nity houses and women's halls, but with better facilities for the intellectual influences. All would be planned with a view to uniting, so far as possible, the two lines of influence which in our American colleges have been unfortunately separated in large measure as numbers have increased; namely, intellectual interests and activity on the one hand, and friendly contact with persons on the other.

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File

The University of Chicago
The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

April 14, 1924

President E. D. Burton
Faculty Exchange

Dear President Burton:

The entry in the schedule of the University's financial campaign of \$25,000 (annual) for improved administration of the Colleges rests upon the following itemized estimate.

A. Expenses already incurred.

1. Excess of total salaries of increased staff of deans over total salaries of staff of deans prior to the reorganization in the summer of 1923 \$10,000

2. Excess of cost of clerical and stenographic service, material, etc., for the deans over cost prior to the reorganization 3,100

B. New expenses

3. Total salaries of staff of directors of activities (exclusive of \$1,000 already spent for such service) . . 9,600

4. Clerical and stenographic service, materials, etc., for the directors of activities. 2,300
TOTAL \$25,000

I am submitting herewith memoranda relating to these expenses.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW:ECW

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

April 14, 1934

President A. D. Burton
Faculty Exchange

Dear President Burton:

The entry in the schedule of the University's financial campaign of \$25,000 (annual) for improved administration of the Colleges rests upon the following itemized estimate.

A. Expenses already incurred

1. Excess of total salaries of increased staff of deans over total salaries of staff of deans prior to the reorganization in the summer of 1933 . . . \$10,000

2. Excess of cost of clerical and stenographic service, material, etc., for the deans over cost prior to the reorganization . . . 3,100

B. New expenses

3. Total salaries of staff of directors of activities (exclusive of \$1,000 already spent for such service) . . . 9,600

4. Clerical and stenographic service, materials, etc., for the directors of activities . . . 2,300
TOTAL . . . \$25,000

I am submitting herewith memoranda relating to these expenses.

Very truly yours,

Ernest H. Williams

Dean of the Colleges

EHW:ECW

April 14, 1924

II.

~~MEMORANDUM FROM DEAN WILKINS TO PRESIDENT BURTON CONCERNING~~
THE NEED FOR AN ACTIVITIES STAFF

I.

The non-athletic organizations and activities for which supervision in a greater or less degree seems advisable fall into ten main classes, which are enumerated below with indication in each case of the present supervision, if such supervision exists.

1. a) The Undergraduate Council
b) Class organizations
(class officers, councils, etc.)
2. a) Fraternities
b) Women's Clubs
3. a) Reynolds Club Professor Nelson (part time) and staff.
b) Ida Noyes Mrs. Goodspeed and staff.
4. Social organizations and affairs Dean of Women
a) Washington Prom
b) Freshman-Sophomore Prom
c) Interclass Hop
d) Skull and Crescent
e) Score Club
f) Sign of the Sickie
5. Religious organizations
a) Y.M.C.A. Y.M.C.A. secretary
b) Y.W.C.A. Y.W.C.A. secretary
c) Religious clubs
(e.g., Presbyterian Club)
6. Publications
a) Maroon
b) Circle
c) Phoenix
d) Cap and Gown
7. Dramatic organizations and affairs
a) Dramatic Association
b) Tower Players
c) Blackfriars
d) Portfolio
e) Freshman Frolic
f) Settlement Night
g) Spring Festival
h) Senior Vaudeville

MEMORANDUM FROM THE DIRECTOR OF THE BUREAU OF INVESTIGATION TO THE CHIEF OF THE BUREAU OF INVESTIGATION RE: THE NEED FOR AN ACTIVITIES STATE

I.

The non-christian organizations and activities for which supervision is a greater or less degree seems advisable fall into ten main classes, which are enumerated below with indication in each case of the present supervision, if such supervision exists.

1. a) The Undergraduate Council
b) Class organizations
(class officers, councils, etc.)
2. a) Fraternities
b) Women's Clubs
3. a) Reynolds Club
b) Ida Hayes
c) Professor Nelson (part time) and staff.
d) Mrs. Goodspeed and staff.
4. Social organizations and affairs
a) Dora of Women
b) Washington From
c) Freshman-Sophomore From
d) Interclass Hop
e) Skull and Crescent
f) Sports Club
g) Sign of the Pickle
5. Religious organizations
a) Y.M.C.A. secretary
b) Y.W.C.A. secretary
c) Religious clubs
(e.g., Presbyterian Club)
6. Publications
a) Maroon
b) Circle
c) Phoenix
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7. Dramatic organizations and affairs
a) Dramatic Association
b) Tower Players
c) Blackfriars
d) Portfolio
e) Freshman Frolic
f) Settlement Night
g) Spring Festival
h) Senior Vandeaville

8.
 - a) Public Speaking Club
 - b) University debating teams
 - c) Freshman debating teams

Coach
Coach
9. Musical organizations and affairs
 - a) Glee Club
 - b) Inter-fraternity Sing
 - c) Band

Director of
the band
10. Miscellaneous, e.g.,
 - a) Women's Federation
 - b) Phi Beta Kappa
 - c) Departmental clubs
 - d) Regional clubs
 - e) Square and Compass
 - f) Gun and Blade

The Board of Student Organizations has a nominal authority over all organizations and has committees (each consisting of one person) on publications, dramatics and musical interests.

General supervision of all social affairs which include women, originating with any type of organization, rests with the Dean of Women.

General supervision of the financial affairs of all organizations rests with the Student Auditor.

Faculty counsellors exist, actually or nominally, for each fraternity.

Coaches selected and paid by the undergraduate organizations themselves are from time to time employed by some of the dramatic organizations and by the Glee Club.

II.

The web of undergraduate organizations is, then, very extensive and very intricate.

The organizations 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 forms 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 through life. The goodness or badness of these life-habits depends upon the goodness or badness of the conduct of the organizations. Furthermore, the specific interests of the organizations are

in many cases such (as in the case of the dramatic and musical clubs), that their cultivation in college tends to make them a permanent source of pleasure in later life. On the other hand, students now tend to devote to these organizations and activities an altogether disproportionate amount of time and energy. It is quite clear that these organizations and activities are of themselves of an extent and an importance comparable to those of the athletic activities, and that they are just as much entitled to and in need of supervision as are the athletic activities.

It will be seen by a glance at the right-hand side of the table that these organizations and activities are in general at present without adequate supervision--except in the cases of Ida Noyes, the Y.M.C.A., the Y.W.C.A., the debating teams and the University Band.

The five types of general supervision noted above (in the paragraphs immediately following the table) are all more or less unsatisfactory.

The Board of Student Organizations is too large a body to meet frequently or to act with adequate knowledge of detail; and the service asked of its so-called committees is extra and uncompensated service, and is in general not expert. The board, as I have observed it this year, has been distinctly inefficient--the reason being to my mind that its task is really an impossible one.

The supervision of social affairs has been, I think, admirable in many respects; but there are altogether too many cases of ignorance of or disregard for the existing regulations.

The Student Auditor plan has, up to the present time, proved a failure.

Faculty Counsellors have been very efficient in some cases, inefficient or inactive in others.

III.

Several of the specific problems involved have been studied during the year by committees or individuals acting in an advisory capacity; and my own time, in particular during the Winter Quarter, has been occupied very largely in observation of these organizations and activities and in the attempt to solve the almost incessant series of various and sometimes very difficult problems which they have presented--problems due in large part to the present deplorable and astounding lack of supervision.

As a result of these studies and this experience, I recommend, not as in reality a new venture, but as the filling of an old and aching cavity, the appointment of an activities staff as indicated below.

1. A Director of Activities. This man, responsible directly to the Dean of the Colleges, should have general supervision of all non-athletic organizations and activities (except as specified in the next sentence) and should serve also as head of Reynolds Club. He should not have any authority over the women's clubs, Ida Noyes, the Y. M. C. A., or the Y. W. C. A.; and the supervision of social functions should remain for the next year in the control of the Dean of Women (I am inclined to believe that in the following year the Director of Activities should take over all or a large part of such supervision). He should have direct supervision of the organizations not specified in Paragraphs 3-6, and should have supervision over those organizations through the directors referred to in those paragraphs. He should in each case supervise (1) the administration of the organization--by seeing to it that the constitution and by-laws are known and observed; that its files are properly kept; that experience gained is passed on from year to year; and that revision of the constitution and by-laws, or reorganization, is effected when necessary; (2) the eligibility of members and officers --by seeing that eligibility lists are properly prepared and handed in, and that the eligibility decisions are properly enforced; (3) the social activities of the organization--by seeing that the proper representative obtains instructions from the Dean of Women and conforms thereto; (4) the financial activities of the group--by seeing that the treasurer of other proper official obtains instructions from the Student Auditor and conforms thereto; and by planning and insuring the fair and proper distribution of profits; and (5) the general affairs of the organization--by giving such constructive advice as he may be able to give, and solving such difficulties as may arise. The supervision should in all cases take the form of guidance, and should not stifle initiative or spontaneity. The appointment of such an officer would relieve the Dean of the Colleges of a special burden quite too large and difficult for him to handle, and would enable him to devote his time and energy to matters of a more general administrative nature and of a more directly educational nature. The initial salary of the man for the combined positions of Director of Activities and Head of Reynolds Club should be at least \$5,000.00--say \$2,500.00 for each position. The combined positions should take the full time of this man.

2. Four directors, enumerated in Paragraphs 3-6, each on part-time, each responsible to the Director of Activities, and each adding to the supervisory duties indicated above a special responsibility for the technical guidance of the organizations in question in their own fields of interest.

3. A Director of Publications. This man should teach full-time, presumably either in the English Department or the Department of Sociology, and should therefore be acceptable to such department as well as to the administration. His work as Director of Publications should be done in addition to his teaching, and he should receive therefor a salary of \$1,000.00. He should be, if possible, a man who has had some newspaper experience. In addition, to the supervisory duties indicated in Paragraphs 1 and 2, he should exercise a reasonable degree of censorship.

4. A Director of Dramatics. This man should teach half-time, presumably either in the Department of English or the Department of General Literature, and should therefore be acceptable to such department as well as to the administration. He should presumably give courses connected with the drama. His initial salary as Director of Dramatics should be \$2,500.00. In addition to the supervisory duties indicated in Paragraphs 1 and 2, he should exercise a reasonable degree of censorship; should act as coach (unless for special reasons the employment of a coach paid by the organization is desired); and should see that arrangements are made to respect authors' or producers' royalties. The need of such a man has long been deeply felt by the student body, and has been expressed, I am told, in several petitions. The "Better Yet" Committee on the Direction of Activities has this Quarter sponsored a petition which reads as follows:

"The undersigned, interested in promoting Dramatic Art at the University of Chicago, petition that there be added to the staff of the English Department an Instructor who shall teach courses in Dramatic Art, and also act as permanent professional coach for the Productions of the Dramatic Club and other similar organizations. Our signatures indicate our sincere personal interest in this matter, and are not merely a response to promptings by friends."

This petition, now in my office, was signed by 247 students.

5. A Director of Public Speaking. This man should teach full time in the English Department. His work as Director of Public Speaking should be done in addition to his teaching, and he should receive therefor a salary of \$1,000.00. This appointment would obviate the appointment of special coaches for the debating team.

6. A Director of Musical Activities. This man should be eager and able to develop musical activities, both vocal and instrumental, among the students, and to coach and direct glee clubs, quartets, string quartets, orchestras, fraternity singing, etc. His relation to other University activities would depend on personal adjustments, with regard to which I should be glad to talk. His salary as Director of Musical Activities should be perhaps \$2,000.00

7. A Student Auditor. This appointment is, for obvious reasons, of fundamental importance. I recommend that the new appointee receive a salary of \$1,000.00, fees to go to the University. It is entirely possible that the fees will equal or exceed this amount.

8. A single full-time stenographer, stationed in the office of the Director of Activities, would probably suffice for the correspondence and clerical work involved in all direction of activities, except that of the student auditor, which would probably require half-time service.

Given such an activities staff as the one here outlined, the function of the Board of Student Organizations would bear the same relation of general control to the work of this staff which the Board of Physical Culture and Athletics now bears to the work of the Department of Physical Culture and Athletics.

April 14, 1924.

This petition, now in my office, was signed by 247 students.

5. A Director of Public Speaking. This man should teach full time in the English Department. His work as Director of Public Speaking should be done in addition to his teaching, and he should receive therefor a salary of \$1,000.00. This appointment would obviate the appointment of special coaches for the debating team.

6. A Director of Musical Activities. This man should be organ and able to develop musical activities, both vocal and instrumental, among the students, and to coach the school bands, orchestras, etc. His relation to other University activities would depend on personal adjustments, with regard to which I should be glad to talk. His salary as Director of Musical Activities should be perhaps \$2,000.00.

7. A Student Auditor. This appointment is for obvious reasons, of fundamental importance. I recommend that the new appointee receive a salary of \$1,000.00, less 50 to the University. It is extremely possible that the fees will equal or exceed this amount.

8. A single full-time stenographer, stationed in the office of the Director of Activities, would probably suffice for the correspondence and clerical work involved in all direction of activities, except that of the student auditor, which would probably require half-time service.

Given such an activities staff as the one here outlined, the Department of Physical Education and Athletics would bear the same relation of general control to the work of this staff which the Board of Physical Culture and Athletics now bears to the work of the Department of Physical Culture and Athletics.

April 14, 1924

C

The University of Chicago

Department of Latin

President E.D. Burton,

Dear Mr. Burton,

I am enclosing the preliminary draft of the report of the Commission on the Future of the Colleges. It has not been submitted to the Trustee members as yet and represents only the views of the Faculty group. During the next fortnight we shall be holding conferences with members of the University Senate to receive their criticisms and explain the report to them. Afterwards, during the week of May 12th, we hope to find an evening agreeable to you and Mr. Tufts for special conference with you.

In the meantime if you wish to confer regarding the report I am quite at your service. Possibly some details may not be clear and you will wish to understand them before consulting with the Faculty Group.

May I say, regarding the matter of Military Science, that your communication reached us too late to be considered for this preliminary draft? We shall be glad later to discuss it with you and to make such provision as seems wise under the circumstances.

Cordially yours,

Henry M. Prescott

April 22d, 1924

President E.D. Burton,

Dear Mr. Burton,

I am enclosing the preliminary draft of the report of the Commission on the Future of the Colleges. It has not been submitted to the Trustee members as yet and represents only the views of the Faculty Group. During the next fortnight we shall be holding conferences with members of the University Senate to receive their criticisms and explain the report to them. Afterwards, during the week of May 13th, we hope to find an evening agreeable to you and Mr. Tuttle for a special conference with you.

In the meantime if you wish to confer regarding the report I am quite at your service. Possibly some details may not be clear and you will wish to understand them before consulting with the Faculty Group.

May I say, regarding the matter of Military Science, that your communication reached us too late to be considered for this preliminary draft? We shall be glad later to discuss it with you and to make such provision as seems wise under the circumstances.

Cordially yours,

Alvin K. Cross

April 23, 1934

4-22-24

C. I.
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Note:

- (1) This preliminary draft is not for publication.
- (2) Appendix B, referred to in the report, is deferred, pending consultation with departments.

Notes:

- (1) This preliminary draft is not for publication.
- (2) Appendix B, referred to in the report, is deleted, pending consultation with department.

4-22-24

PRELIMINARY DRAFT OF THE REPORT

OF THE

COMMISSION ON THE FUTURE OF THE COLLEGES

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PRELIMINARY DRAFT OF THE REPORT
OF THE COMMISSION ON THE FUTURE OF THE COLLEGES

The Commission on the Future of the Colleges was appointed in September, 1923, to discover the probable condition of the undergraduate colleges ten years from that date, and to indicate the practicable means by which the ultimate development of the undergraduate work could be anticipated in the intervening years by immediate provision for the future. Although its attention was primarily directed to the physical and material conditions of the social and educational life of the undergraduate body, the Commission has found it impossible properly to solve the physical problems involved without a preliminary consideration of the purpose of the entire process of education, and especially of that part of the process which may be called the period of general education, as distinguished from the elementary period on the one hand, and on the other hand from the special training furnished by the Graduate and Professional Schools.

I. The aims of general education

In defining the aims of general education we expressly avoid any definition that implies as essential to the process any special extent of time, any definition in terms of units, courses, majors, any standards of mechanical measurement such as grades and degrees. In our opinion it is manifestly wrong to define aims or to appraise progress in other terms than such as describe the fundamental elements of understanding, power, and appreciation which the process is intended to achieve.

In the educative process as a whole we distinguish three stages in the development of the individual:

- A. Primary stage, a preparatory period, devoted to the acquisition of the primary adaptations which make systematic study possible.
- B. Secondary stage, a period of general education, which insures the proper adjustment of the individual to the environment in which he is to live.
- C. Tertiary stage, a period of specific training, devoted to the acquisition of power in some special field of intellectual activity.

These three stages imply three distinct institutions which are not as yet represented in sharply defined forms in American Education. The first stage is covered by the first six grades of the elementary school. The third stage is covered by our Graduate and Professional Schools, but to a considerable extent reaches down into the last two years of the undergraduate curriculum, known at the University of Chicago as the Senior College. The second stage is not at present represented in any single institution but is covered in the combination of (a) the seventh and eighth grades of the elementary school, (b) the High School, and (c) the Junior College as organized in certain parts of the country.

The three institutions implied in this definition of education are gradually emerging as the result of present tendencies in the educative process. The organization of Junior High Schools has already set off the first six years

of the process as a distinct unit, apart from the subsequent period of general education. The rapidly increasing number of Junior Colleges in close connection with High Schools expresses the growing conviction that town and city should enrich the opportunities of general education as a preliminary either to sending forth young people into the general activities of life or into some specific career that requires special training not easily provided by every community. We foresee, therefore, as the issue of developments in the next quarter of a century the full recognition of these three stages of education and the organization of three distinct institutions, (1) the elementary school, (2) the secondary school, (3) the university.

We are concerned in this report only with the secondary stage, that of general education. It begins when the child has acquired the power of systematic study, and it ends when the individual has become adjusted to his environment so as to enter upon the general activities of life or upon specific training for a special career. This adjustment to his environment is secured through the attainment of intellectual, aesthetic, and moral independence. By independence we mean the ability to live apart from the tutorial presence of the teacher and the constraint of social institutions, including the school, in full realization of the intellectual, aesthetic, and moral power acquired in the secondary stage of education.

The three types of power necessary to a proper adjustment of the individual to modern society may be more precisely defined as

- A. The attainment of independence in thinking in the major fields in which civilized societies of the past and of the present have done and are doing their thinking.
- B. The attainment of independence in appreciation of the fine arts, and the absorption of the fine arts into the individual's life.
- C. The attainment of independence in moral living.

We recognize

- A. As essential to the attainment of independence in thinking:
 - 1. Ability to use the vernacular correctly and clearly.
 - 2. Ability to conceive the past as a process of rational evolution.
 - 3. Generalized control of the thinking processes.
 - 4. Ability to think in simple mathematical terms.
 - 5. Ability to use the 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.
 - 6. 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.

B. As essential to the attainment of aesthetic independence:

1. The power of appreciating literature.
2. The power of appreciating music, and the pictorial and plastic arts.

In neither case is creative production the primary object in the stage of general education.

C. As essential to the attainment of moral independence:

1. Rational apprehension of the principles of ethics.
2. The inclination to do right because it is right.
3. A consciousness of the common human bond and glad acceptance of its implications.
4. 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.
5. 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.

II. The realization of the aims of general education.

In endeavoring to realize the aims of education through the formation of educational institutions we should remember that the whole process of education is continuous but that the individual is not thereby restricted to the same building or school or school system throughout the process. There are critical points in the individual's career at which he is advantageously grouped with others at the same stage of social maturity. In many cases, at about the age of seventeen, the individual 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. In other cases, for financial or other reasons, such a separation from home life may be inconvenient or impossible or even undesirable. The University of Chicago, as both a local and national institution, must consider the conditions of a constituency drawn in part from the immediate neighborhood, in part from remoter regions of the country and of the world.

Again, if we consider the institutional arrangements at present provided in this country for the realization of general education we find a transitional development taking place with varying degrees of consciousness of the definite aims which we have described above. Obviously the present secondary school system only in part realizes the aims in question, in respect either

to curriculum or social control. In the middle and far west the development of so-called Junior Colleges is an effort to supplement the work of the High School and to provide for a local constituency a richer curriculum without imposing the necessity of separation from the home town. In some communities the combination of the so-called Junior High School, of the High School, and of the Junior College offers an easy means of approximating the realization of the aims above described though such an organization at present seldom consciously aims fully to achieve the particular objectives which we posit as the goal of general education.

Finally, in our own community, the University High School somewhat more consciously than some other secondary schools has attempted to achieve many of the results desired in general education. This High School is a laboratory school experimenting in the processes of general education, and it has already devised individual courses intended to accomplish some of the aims which we advocate. As a laboratory school it must not be encouraged to increase in size beyond an extent that makes it available for experiment and observation. On the other hand, as a laboratory school it must be provided with the means for realizing all the aims that we have described.

The positive recommendations of the Commission, therefore, taking into account the varied character of the constituency, the diversity that prevails throughout the country in the organization of secondary schools and Junior Colleges, and the special function of the University High School, are as follows:

- A. We recommend the enlargement in scope of the University High School so that it shall accomplish the aims of general education as previously defined. The extent and nature of the enlargement, in respect to curriculum and buildings, are left to the consideration of the administrative officers of the School of Education. We assume that the High School thus enlarged will consist of day students living at home in Chicago or the vicinity. We recommend, nevertheless, that any student in the developed University High School, on reaching an age, unusually about seventeen, at which separation from home may be desirable, shall be allowed to transfer to The College hereafter described and to continue his general education with the privileges of residence in residence halls such as The College alone provides.
- B. We recommend the establishment of an institution, to be known as The College, which shall serve as a means of adjustment between the attainments achieved in the High Schools and Junior Colleges elsewhere in the country and the complete attainment of general education as previously defined. The individuals entering The College on graduation from High Schools or Junior Colleges will be of the most varied character if measured by the standards of achievement required in our proposed scheme of general education. Each individual will have met the requirements of our plan to some extent but the extent will vary widely in individual cases. The curriculum of

The College, therefore, must include nearly all the subjects hereafter described (p. 5 ff.) as necessary to the accomplishments of the aims of general education, and the length of time which an individual student must spend in The College will be determined solely by the evidence of his attainments elsewhere in the High School and Junior College and of his accomplishment of the aims of general education here in The College itself. We recommend that The College shall never include more than fifteen hundred students, of whom not more than three hundred shall be day students, the remaining twelve hundred living in residence halls hereafter described.

- C. The College is an institution in which education, as distinguished from professional training and research, is the primary and sole function. Its instructional staff must consist of men and women who are primarily teachers, not researchers. Its student body are learning to think judiciously, to seek breadth and depth of aesthetic appreciation, and to live decently and decorously. The principles of educational and social control underlying it differentiate the College absolutely from the Graduate and Professional Schools. Obviously, The College should be a separate entity, locally removed from that part of the University which is devoted to study on the level of independence acquired in The College.

We therefore recommend the reservation for The College of three adjoining blocks already owned by the University of Chicago. And we recommend the use of the central one of these three blocks for buildings devoted to classrooms, laboratories, administrative offices, and various means of unifying the social life of The College, the use of the western block for men's residence halls, the use of the eastern block for women's residence halls.

III. The organization of The College.

1. The Curriculum

It has already been indicated that the High Schools and Junior Colleges of the country exhibit a wide diversity if judged on the basis of the scheme of general education provided by our plan. This diversity makes it imperative to include in the curriculum of The College all the subjects through which the three types of independence are achieved except such as are quite generally and satisfactorily taught in High Schools. But it should be understood that the normal student, on entering The College will already have completed elsewhere at least half of the work prescribed in our plan of general education, and (cf. p. 11) admission to The College will in part be determined by the fulfilment of at least that proportion of the work included in the following program of studies. The measurement of these subjects in terms of time, as units of the High School system, will be found in Appendix A. We are concerned at present only with the educational purpose of the subjects in the curriculum, and we briefly describe the content of the subjects as determined by that point of view.

A. Independence in the processes of thinking

1. Ability to use the vernacular correctly and clearly. This involves an understanding of conventional usage and the essential

grammar of the English sentence. English composition should be learned only as a part of the learning process in the various other subjects 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.

2. History: (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.
3. Logic, viewed as a description of the methods of valid thinking.
4. Mathematics: the essentials of algebra, geometry as a system of space relations, the essentials of trigonometry, introduction to the calculus.
5. (a) General Biology: an understanding of the generalizations of biology that are significant to human society, including the structure, behavior, and nutrition of typical plants and animals, their relation to their environment, reproduction and heredity. (b) Chemistry: an understanding of the essential nature of chemical changes, and the applications of chemistry to everyday life. (c) Physics: the fundamental laws and physical properties of matter, and the applications of physics to everyday life.
(NOTE: as an optional alternative to a, b, and c for women, Biology, Chemistry, and Physics may be reorganized with reference to the household.)
(d) Geography: an understanding of the more important relations between man and his natural environment, of the adjustments which representative groups of people have made to the combinations of natural environmental conditions in the regions in which they live, of the ways in which and the reasons why men use the land and its resources as they do, of the advantages and disadvantages of typical regions throughout the world for utilization by man.
(e) Geology: an understanding of the evolution of the physical world, and a comprehension of the major geological processes.
(f) Astronomy: the unity of the universe and its relation to science and life.
(g) Economics: an understanding of the major aspects of the economic organization of society and the major economic controls.
(h) Politics: American civil institutions, liberty and the law, the nature of the political state, the nature of law, the main historical bodies of law as civil controls.
(i) Human Psychology: a descriptive course covering the processes of the mental organism and calculated to develop an intelligent attitude toward the problems of the mental life.
6. Reading knowledge of two foreign languages including the necessary grammatical structure.

B. Independence in aesthetic appreciation.

1. (a) English literature: the English classics and contemporary literature.
(b) The literatures of the foreign languages studied.
2. Description of and experience in the typical forms of music, and of the pictorial and plastic arts.

C. Independence in moral living.

1. Ethics: a realization of the moral order in society as the result of evolutionary processes. The principal data of ethics as a rational body of principles.
- 2-4. The aims listed above (p. 3) under these numbers are achieved through the organized social life of the school.
5. (a) Human anatomy, physiology, and hygiene, designed to develop an intelligent attitude toward the regulation and control of the bodily organism.
(b) Physical development through directed exercise. Here again the aim is mainly achieved through the organized social life of the school.

Supplementary projects and expansions in the curriculum are desirable: for example, in zoology and botany, in voluntary work in the fine arts, in an additional foreign language, in the study of common mechanical appliances of the day, and in economics. Conference work in the teaching of English and foreign literatures and in the guidance of desultory reading is implied in the program. The specified subjects amount to twenty-nine units; the period from the seventh grade through the Junior College provides time for at least thirty-two units, leaving a leeway of at least four units. (Compare Appendix A)

2. The Administration of The College.

Entrance to The College: We recommend that the general program of the Committee on Selective Admission, at present operative in the University, be accepted as the procedure of admission to the newly organized College, with a modification of the purely curricular requirement. Stated in terms of the units required by our plan of general education, admission to The College would be granted on the satisfactory completion of at least fifteen out of twenty-nine units covered in the curriculum as described above. It should be understood that this requirement does not mean fifteen units chosen at random but that, for example, if any foreign language is offered, not less than a reading knowledge of that language will be accepted. Further details are left to the consideration of the Board of Examiners.

Graduation from The College: The progress toward attainment of intellectual, aesthetic, and moral independence should not be tested merely by formal examinations, 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.

The Administrative Staff of The College:

The administrative work of The College requires:

- a. A Dean, whose entire time should be devoted to the administration of The College; two Associate Deans, devoting at least half of their time to administrative work, one for general assistance, the other in special control of student organizations, social affairs, and student activities in general; sixteen Assistant Deans, devoting half of their time to administrative work, eight men and eight women, each living in one of the sixteen dormitory units hereafter provided. To meet some special needs of the women students one of the eight Assistant Deans of Women should be selected as Senior Dean of Women, a woman of maturity, broad culture, social experience, and tact.
- b. A Board of Examiners to administer the procedure of selective admission.
- c. A Recorder to assemble and arrange the records of students according to the case system.
- d. A Health Officer and small staff, including a psychiatrist.
- e. A Librarian, whose function shall be not primarily the ordering and cataloguing of books but the stimulation of reading habits and personal guidance in the use of books.
- f. A Business Staff, including agents of the central business offices of the University.

3. The Personnel and Organization of the Staff of Instruction

General Policy: The success or failure of The College 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 College 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 constant alertness in discovering teachers of promise whether or not immediate appointments are contemplated. Two considerations are fundamental in the selection of teachers: (a) The College is not an institution for research, and the teachers though they may well be potential scholars, should be free from any constraint to accomplish anything but success in teaching; (b) In view of the emphasis in The College upon social control and the development of character as well as intelligence, the personality of the teacher is of much greater importance than it is in the Graduate or Professional Schools.

Methods of Appointment: Appointments should be made by the President and Trustees of the University on nomination of the Dean of The College. Such nominations should be made after consultation by the Dean with the Chairman of the Department and any other persons directly concerned. Candidates for positions, so far as it is possible and desirable, should be tried out either as instructors in the Summer Quarter or for shorter periods, and in any case personal interviews should precede nominations for appointment.

Size of Staff: It is roughly estimated that the program of studies, almost entirely prescribed, will require for a constituency of fifteen hundred students about seventy-five instructors in addition to the administrative officers.

Organization of Departments: Without wishing to prejudge conditions that may arise or to predetermine details of organization we recommend that the arrangement of departments for administrative and educational purposes be planned with reference to the common educational purposes and principles which unify certain otherwise distinct fields of knowledge. For example, it is desirable (a) that the Departments of Physics, Chemistry, and Biology be grouped together, and apart from a group composed of the Departments of Geology, Geography, and Astronomy; (b) that the Department of Classical Languages be not wholly divorced from the Department of Modern Languages; and (c) that the Department of Literature, whether English or Foreign, be quite distinct from the Departments of Ancient and Modern Languages.

Methods of Teaching: Again without intending to anticipate the more intelligent and specific conclusions of the administrators and the teaching staff we desire to emphasize the fact that The College will be composed of individuals at various stages of progress toward the achievement of intellectual, cultural, and volitional independence. 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 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. In this connection we invite special attention to the feature of the program which provides sixteen Assistant Deans, resident in the halls, whose duties are not only administrative but educational, and whose services will be available for conference and tutorial work especially in connection with courses in history and in literature, and in the development of various projects accessory to the formal courses of the curriculum.

Remuneration of the Staff: We recommend that the salaries and other forms of remuneration, such as vacation credit, be arranged so as to secure the services of highly competent teachers of experience and vision.

Tuition Fees: We urge upon the attention of the trustees of the University the desirability of considering means by which the individual student shall pay the actual and full cost of his education. By a combination of payments during residence in The College with annual payments over a term of years after leaving The College it should be possible for the individual student

The Committee on the Study of the College has been organized to study the various phases of the college problem. It is composed of representatives of the various departments of the college, and its purpose is to make a thorough study of the college as a whole, and to report to the Board of Trustees on the results of its study.

The Committee has held several meetings, and has received many suggestions from the various departments. It is now in the process of making a preliminary report to the Board of Trustees.

The Committee has found that the college is in a state of transition, and that many changes are needed to bring it up to date. These changes are needed in the various departments, and in the college as a whole. The Committee is now making a study of these changes, and is preparing a report to the Board of Trustees.

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without essential hardship to pay the actual cost of his education and for the institution itself to be independent of endowment funds.

4. Material Equipment of The College.

In approaching the subject of buildings to meet the social and educational needs of The College we wish to direct the attention of the Trustees of the University at the outset to the advantages of an economical policy in planning the physical equipment of the institution. In this respect, as throughout our program, the fundamental fact is that this new institution is devised for the purpose, primarily and solely, of education. The University has an opportunity to construct buildings in harmony with the Collegiate Gothic type of architecture represented in the present buildings north of the Midway, but happily diverging from that type of construction in order to satisfy the specific needs of education and to introduce a pleasing variety in the general architectural unity of the University as a whole. It is particularly desirable, in planning the details of buildings for laboratories, classrooms, and administrative offices, that experts in the planning of buildings for educational purposes should be consulted before the services of an architect are employed. The financial outlay for the new institution will be presumably much reduced if, for example, buildings of brick with limestone facings are constructed instead of buildings wholly of limestone, and further saving is easily secured if the chosen type of architecture is adaptable to the educational needs of the institution.

A. The residence halls on the eastern and western quadrangles

It should be apparent from the statement of the aims of a general education that social control is an important factor in the achievement of our purposes. 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 in contact with one's fellow-beings under proper guidance and control. The Commission, therefore, regards the unification of the social life of The College as one of the great possibilities of the new institution. In providing for not over three hundred students who may live outside the residence halls we are regretfully departing from the logical consistency of our plan in order that individuals of the best quality may not be deprived, for financial or other reasons, of the advantages of work in The Colleges. But we hope that such day students will be carefully selected and the number definitely limited. And these day students should be attached as closely as possible to the social units provided in the plans for residence halls. In the main the purpose 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.

In organizing a community of twelve hundred students in social groups it is desirable that relatively small units should be the basis of the organization though these small units may be profitably so arranged as to admit inclusion in larger units for special purposes. The special condition imposed by the necessity of providing cooked food for the members of the community, the more important considerations affecting the social life, suggest seventy-five-as the most desirable small unit of division. Some economy in feeding

and certain social advantages will be secured if these small units of seventy-five are then grouped in larger units of three hundred. The general plan for residence halls, therefore, provides

- (a) For men, on the Western Quadrangle, two structures accommodating a total of six hundred students, each divided into four units with separate entrances.
- (b) For women, on the Eastern Quadrangle, two structures accommodating a total of six hundred students, each divided into four units with separate entrances.

Household Arrangements: Decency, privacy, convenience dictate the main requisites of the housing within the residence halls. Single, not double rooms, not smaller than eight and a half by twelve feet, lavatory equipment for every two or three rooms, closet space, finish and furniture such as to reduce the amount of cleaning and yet be of pleasing design, deadened walls and double doors making possible the use of typewriters and musical instruments without interfering with the comfort of others, are among the obvious desiderata.

We recommend, as worthy of consideration, the construction of a kitchen on the top floor of each of the four large residence halls, so arranged as to be a source of supply for ^{four} dining rooms of the smaller units on the floor below. These four dining rooms, however, are to be separate one from another, unifying that phase of the social life in the smaller units of seventy-five.

The needs of the kitchen, dining room, and household service will require the construction of a bakery and also of a laundry away from the three quadrangles devoted to The College.

Social and Intellectual Life: We regard as capable of highly important results the unifying in these residence halls of the social and intellectual life of the student groups.

Each of the sixteen Assistant Deans, carefully selected unmarried men and women, will reside in one of the residence halls and be responsible for the development of the social and intellectual possibilities of the life therein. These Assistant Deans should not only have special qualifications for their task but should be provided with living quarters adapted to the needs of their undertaking. They should also be furnished with means, in respect to salary and vacation privileges, calculated to insure and enrich their own social and intellectual development, such for example as foreign travel and easy access to the various cultural opportunities of the city and of the country at large. Their functions on the educational side, 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 Assistant Deans with students outside their residential units, it should so far as possible be developed so as to increase their intelligent acquaintance with and their personal influence upon the members of their particular residential group. In brief, we hope that as the result of experiment these Assistant Deans may become most influential personal agents in the promotion of the plan of general education, and we urge in their behalf a full recognition,

at the outset, of their opportunities and an adequate equipment for the performance of their function.

To promote the social unity of these small groups each of the sixteen residential halls should be provided with an assembly room large enough to accommodate the seventy-five members of the group and at least twenty more of the group of day students attached to the residential hall. It is possible that the dining room might be so constructed as to meet the needs of such an assembly room.

Each of the sixteen residential halls should also 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 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. This 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 under the direction of the Librarian of The College.

In general such measures should be devised 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.

Physical Culture and Recreational Activities: The Commission assumes that the two large structures on both the eastern and the western quadrangles will face the Midway and occupy the entire frontage and possibly part of the adjacent sides. This will leave large open spaces in the remainder of each block for the development of physical exercise and outdoor sports.

In this development the Commission urges (a) that such provisions as are made for this purpose be devised and directed as an essential part of the program of general education and as a rational development of the Department of Physical Culture without destroying the spontaneity of individual effort in playful exercise and organized games, (b) that a primary purpose be the stimulation of all individuals, rather than a selected few, to develop and maintain their physical well-being, (c) that intramural sports and intramural competitive contests be encouraged.

The space available in these two blocks also admits the ultimate erection of gymnasiums for men and women. Whenever the space now open to men and women in Bartlett Gymnasium and in the gymnasium in Ida Noyes Hall is overtaxed, and the activities of students in The College thereby hindered, we should recommend the erection of such buildings on the eastern and western quadrangles for the exclusive use of students in The College.

In addition, in the construction of the residential halls, we should welcome any provisions that can be made for indoor sports without disturbing personal comfort and the quiet conducive to studious habits.

B. The buildings on the central quadrangle

In providing for the buildings devoted to education and administration, and to the social organization of The College as a whole, we shall only roughly

estimate the amount of space required and the general types of rooms and buildings without considering such details as precise location or definite interrelation. A student body of fifteen hundred registering in courses in a limited and largely prescribed curriculum may be accommodated in a relatively small space and with a correspondingly small outlay of money. As a basis for our rough estimate we assume sections and classes of not over thirty, and the use of a given room from six to eight hours a day.

Classrooms and Departmental Offices: A building containing about twenty recitation or lecture rooms will accommodate the students in non-laboratory courses. Since the courses in a given department are few in number it will be possible to arrange and furnish one or several classrooms specifically for the purposes of a given department, to be used exclusively by that department. Departmental offices should be closely connected with the departmental classrooms, thereby promoting closer contact between students and instructors.

Laboratories: A building containing about sixteen laboratories and eight classrooms will accommodate the students in courses in the sciences. Departmental offices should be in close proximity to the laboratories and classrooms of a given department. Five different types of laboratories will be required, for Geography and Geology, for Chemistry, for Physics, for Biology, and for Home Economics.

Library: Because of the provision for libraries in each residential hall the main library of The College need not be large. It will include mainly standard books of reference, such periodicals as are not adapted to the needs of the residential halls, and such books required for collateral reading in courses or desirable for general reading as are not adapted to the particular needs of the residential halls. The library should contain a reading room, an office for the librarian of The College, stack space, and accommodations for the working staff. The building might form a wing to the Classroom Building required for non-laboratory courses, or serve as a link between the two buildings required for the humanistic and scientific departments.

Fine Arts Building: It is highly desirable that as a separate building, or as a wing to the Classroom Building for humanistic studies, a small number of classrooms, laboratory rooms, lecture rooms, and exhibition space should be furnished for the work in the Fine Arts. Aesthetic considerations, special attention to lighting and acoustic properties, should determine the character of the structure.

Administration Offices: Offices are required for the Dean and the two Associate Deans, for the Board of Examiners, for the Recorder, for the Health Officer and his staff, for the Superintendent of Buildings and Grounds, for agents of the business offices of the University.

Social Activities of The College: In addition to the special provisions in the residential halls, the student organizations and student activities of The College as a whole should be properly unified on the central quadrangle. A large Assembly Hall accommodating about twelve hundred may be ultimately necessary, but for the present the occasional need for a gathering of the entire College may perhaps be satisfied by some one of the large assembly rooms north of the Midway. A small Assembly Hall accommodating six hundred

is more immediately desirable, adapted to lectures, concerts, and dramatic productions, and provided with movable seats so as to be available for dances. Smaller social rooms for use by both sexes in common, and by each sex, should include lounging space and provision for games and social recreations of small groups. Several club rooms, accommodating about twenty-five, are desirable. The organized student activities require offices (a) for student publications, (b) for dramatic organizations, (c) for religious organizations, (d) for the Student Council. Several small committee rooms are also desirable.

IV. The relation of The College to The University and to the Secondary School System.

1. The relation of The College to The University

Through the establishment of The College many conspicuous advantages accrue to the University proper in developing, on the level of the attainment reached in The College, all the possibilities of research and of training for professional careers.

In the first place, a large amount of space in the laboratories, libraries, and classrooms on the main campus will be released for the further and more comfortable elaboration of the aims of The University. The present crowded conditions will be relieved. The residence halls on the same campus will become available for students in The University. The social and educational purposes and opportunities are immediately enlarged and enriched.

In the second place, the establishment of The College insures the presence in The University of a large number of students admirably qualified for advanced work. We have conceived the aims of a general education with a view primarily to fitting the individual for an intelligent and appreciative and purposeful life. We have tried to make as inevitable as possible the development of the individual into a human being familiar with and actively engaged in the processes of thinking in the important fields of human knowledge, vitalized by a reasonably broad and deep cultural experience, and convinced of his obligations to and opportunities in the world of modern society. We urge the careful consideration, by those members of The University who are primarily devoted to the promotion of research and of professional training, of the product likely to result from such a program of general education. We contend that the issue will be men and women whose qualifications, in respect to the content of their mental equipment, the facility and validity of their mental processes, the richness of their cultural background, and the intelligent force of their social activities, will raise them far above the level of the students who, under present conditions, emerge from our so-called Junior College into the No Man's Land of the Senior College as a preliminary to entrance upon graduate work.

It is manifestly our purpose sharply to define and distinguish graduate work and professional training from general education. Our plan indicates the cleavage between the Junior College and The University proper. We have determined this line of division largely as the result of considering psychological conditions in the individual and the general trend of developments in education as they may be clearly seen today. But it is worthy of remark that conditions in The University at present point in the same direction. Although the

work of Junior College students is done almost wholly in Junior College courses, graduate courses and Senior College courses are inseparable. Work in the Junior College is already a rather distinct entity, and the staff of instruction in the Junior College is largely different from that in the subsequent years of the undergraduate curriculum. On the other hand the Senior College and the Graduate Schools are very closely associated and interdependent. (Cf. The Report of the Library Commission, pp. 61-2.)

We, therefore, count on the co-operation of the faculties of the Graduate and Professional Schools in furthering this sharp distinction, essential to our plan, between The College and The University, between general education as a completed stage of development before specific training can properly begin, and the various Graduate and Professional Schools in which the doctor, lawyer, business man, scholarly scientist and scholarly humanist are trained for their careers.

In Appendix B we have listed the courses at present given in the Junior College which by our plan are transferred to The College. With only very few exceptions, in our opinion, a student who has finished his work in general education is almost immediately qualified to enter upon graduate work in any of the Professional and Graduate Schools. Furthermore, in those cases in which a small number of majors, according to the special requirements of a given department, remain to be accomplished before the student is apparently qualified to enter graduate status, (1) we hope that departments will recognize the high degree of general ability secured by this plan of general education, (2) we urge the careful revision of such remaining requirements to promote, if possible, more immediate entrance into graduate and professional work, (3) we beg to direct the attention of individual departments to the fact that any such remaining requirements will be satisfied in a much shorter time than at present, owing to the fact that the student entering The University from The College at once concentrates upon his special professional training, and is entirely free from any such requirements as are at present imposed in the Senior College as prerequisite to a Bachelor's Degree.

In thus emphasizing the sharp cleavage effected in our plan between The College and The University and the desirability for promoting immediate entrance upon graduate and professional work, we do not intend that any student who has failed in The College to make his choice of a specific profession or other career shall be prevented from ranging at will through the advanced courses in The University proper. In fact it should be apparent that absolute liberty is extended to such a student.

Again, it should be emphasized that much as we desire and favor the sharp differentiation of The College from The University, there is nothing in our plan that prevents a student who has entered any of the Professional or Graduate Schools from taking courses given in The College in subjects which are needful for the successful pursuit of his professional career but which were not required of him in the stage of general education. For example, a student who has taken Latin and French in The College, may after entering the University wish to acquire a knowledge of German.

Finally, we wish to emphasize the fact that, if this plan of the College is accepted and realized, only a first step has been taken toward the reorganization of The University as a whole. It should be obvious that such fundamental

changes in the substructure of higher education are abortive if they do not result in a complete revision of the aims of higher education itself, and in essential modifications of the organization of The University proper, with particular reference to the adjustment of work now regarded as Senior College work. If The College is established, every department of the Graduate Schools and every Professional School immediately acquires a new responsibility. It will be desirable to reconsider the objectives, and the most effective means of accomplishing the highest aims, in the several fields of knowledge and in professional training. Nor will such consideration be properly balanced, or conducted with due sense of perspective, unless the investigation is guided by a commission representing the interests of The University as a whole.

2. The relation of The College to the Bachelor's Degree.

The commission contents itself with expressing certain opinions and suggestions regarding the status of the Bachelor's Degree in relation to the curriculum of The College.

- (a) Consistently with our general aversion to mechanical measurements we doubt the value of degrees except as convenient labels to mark the attainment of professional training, and we should favor granting to graduates of The College a mere certificate that they have completed the stage of general education.
- (b) If any of the existing degrees must be awarded to graduates of The College, we submit that the attainment of intellectual, cultural, and volitional independence is worthily marked by the award of the Bachelor's Degree.
- (c) We admit, however, that the use of that degree to mark the accomplishment of four years of undergraduate work in other institutions of the country would lead to adverse criticism of the University of Chicago if it bestowed the Bachelor's Degree for work completed, in many cases, within two years after graduation from the High School.
- (d) We, therefore, suggest that a Bachelor's Degree be conferred on graduates, of The College after they have completed properly organized and unified work under the direction of any one department of the Professional or Graduate Schools.
- (e) In the special cases of graduates of The College who have not decided upon any definite professional career we suggest that this work for the Bachelor's Degree be distributed, under proper guidance and control, among several departments.

3. The Relation of The College to fraternities.

The proposed organization of The College is intended to provide all the advantages that at present result from membership in the Greek letter fraternities and all other organizations that provide residential quarters. We, therefore, recommend that the fraternities and other corresponding organizations extend their privileges only to students in The University proper.

4. The relation of The College to the training of teachers.

The establishment of The College makes imperative the training of teachers specially prepared to carry out intelligently the task of general education. We urge the co-operation of the various departments of the University in devising programs of work in The University which shall combine the control of a given subject with an intelligent mastery of the art of teaching that subject as part of the curriculum of general education. We suggest that the Master's Degree would fitly mark the achievement of such professional training, and that the work be organized as an extension of the program in a specific subject previously outlined for the Bachelor's Degree.

5. The relation of the College to the Secondary School System.

It is highly desirable that means should be devised for the closest possible co-operation with the High Schools and Junior Colleges of the region from which we draw our constituency, and that every possible assistance be given to such High Schools and Junior Colleges elsewhere as desire to realize the aims of general education according to the plan of our organization.

Appendix A

The following list, for those interested in the scheme of general education as it might be worked out in the existing secondary school system, indicates in terms of High School units the time that might properly be devoted to the pursuit of the individual subjects in the proposed program of studies. A unit is defined as not less than four hours per week of work throughout a school year.

It should be borne in mind that, although for convenience we express the approximate time allowance in terms of High School units, the real unit is the course itself. The unit in Survey of Civilization, for example, means the intellectual achievement contemplated by the course, not the duration of time required to achieve the desired results.

Subject	Units
English Language	1
History	
a) Survey of Civilization	1
b) Modern History	1
Logic	1/2
Mathematics	3
General Biology	1-1/2
Chemistry	1-1/2
Physics	1-1/2
Geography	1
Geology	1/2
Astronomy	1/2
Economics	2
Politics	1
Human Psychology	1/2
Reading power in two foreign languages	4

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Subject	Units
Literature	
a) English (formal work)	2
(informal work)	1
b) Foreign Literatures (two)	2
Fine Arts	
a) Music	1
b) Pictorial and plastic arts	1
Ethics	1/2
Human Anatomy, Physiology, Hygiene	1

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(Note: As an optional alternative to Biology, Chemistry, and Physics, a course for women organized with reference to the household, and including human physiology and nutrition - 4-1/2 units.)

It may be noted that the eight years from the beginning of the seventh grade through the Junior College leave room for 32 units of work. The above program can be accomplished by individual students in less than the time indicated. There is, therefore, abundant opportunity of enriching the curriculum by the addition of supplementary or new subjects, such as botany and zoology, various accessory interests in the science field, especially in the direction of study of the mechanical appliances of the present day, an additional foreign language, extension of the work in fine arts, and in economics.

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It may be noted that the first part of the report is devoted to a general survey of the history of the Republic of China. The second part is devoted to a detailed study of the political, economic, and social conditions of the Republic of China. The third part is devoted to a study of the foreign relations of the Republic of China. The fourth part is devoted to a study of the military and naval forces of the Republic of China. The fifth part is devoted to a study of the education and culture of the Republic of China. The sixth part is devoted to a study of the labor and industry of the Republic of China. The seventh part is devoted to a study of the transportation and communication of the Republic of China. The eighth part is devoted to a study of the public health and welfare of the Republic of China. The ninth part is devoted to a study of the government and administration of the Republic of China. The tenth part is devoted to a study of the future of the Republic of China.