

File 6

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

OFFICE OF THE DEAN

April 25, 1924

President E.D. Burton
Faculty Exchange

Dear President Burton:

I am handing you herewith a letter parallel to and presumably superseding my letter of April 14, with regard to the entry of \$25,000 in the campaign plans.

The increase in the Deans' staff suggested by you as the basis for this document ~~must~~ naturally and rightly, I find, take the form of a return to the proposal of Freshman Advisers. This proposal, if adopted in the form here made, would release the Deans now serving Freshmen for other work, and would make the staff of Deans for the upper classes thoroughly adequate.

The differentiation of the Freshman year from the higher years thus made is in line with the plan of separate organization for the Freshman year which is already in vogue at Yale, at Dartmouth, at North Carolina, and doubtless elsewhere.

Two supporting memoranda accompany the letter, of which the first is an original and the second is a carbon of the memorandum about the activities staff, of which the original was submitted with my letter of April 14.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EHW/ES

The University of Chicago

The College of Arts, Literature, and Science

OFFICE OF THE DEAN

April 28, 1924

President E.D. Burton
Presidential Exchange

Dear President Burton:

I am handing you herewith a letter parallel to and presumably superseding my letter of April 14, with regard to the entry of \$25,000 in the campaign plans.

The increase in the Deans' staff suggested by you as the basis for this Government must naturally and rightly, I find, take the form of a return to the proposal of Freshman Advisers. This proposal, if adopted in the form made, would release the Deans now serving Freshmen for other work, and would make the staff of Deans for the upper classes thoroughly adequate.

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Two supporting memoranda accompany the letter, of which the first is an original and the second is a carbon of the memorandum about the activities staff, of which the original was submitted with my letter of April 14.

Very truly yours,

Ernest H. Williams

Dean of the College

EW/MS

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

OFFICE OF THE DEAN

April 24, 1924

Memorandum from Dean Wilkins to President Burton
Concerning

I. A STAFF OF FRESHMAN DEANS AND ADVISERS

In the enlargement of the staff of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students.

The experiment has fully justified itself. The Deans have been able to give far more thoughtful and friendly guidance than before in respect to choice of courses and in respect to the many personal and social problems of the students; have been able to act more wisely than before in questions of probation, dismissal, and readmission; and have been able to study certain important general problems intensively and with valuable results.

These facts, together with further study of the needs of our student body, leads now to the proposal that the experiment be carried through to the point of logical completion for those students who most need individualized study and guidance--namely, Freshmen.

All the reasons which call for such study and guidance for the student body at large apply a fortiori to the Freshmen. The Freshman year is the critical year. The student is confronted with a new type of work and a new type of life--new methods of teaching and

April 24, 1934

Memorandum from Dean Wilkins to President Burton

Concerning

I. A STATE OF FREEMANSHIP AND ADVISORY

In the enlargement of the state of College Deans authorized last summer, the University took a first and important step in the direction of the individualized study and guidance of students.

The experiment has fully justified itself. The Deans have been able to give far more thoughtful and friendly guidance than before in respect to choice of courses and in respect to the many personal and social problems of the students; have been able to act more wisely than before in questions of probation, dismissal, and readmission; and have been able to study certain important general problems intensively and with valuable results.

These facts, together with further study of the needs of our student body, leads now to the proposal that the experiment be carried through to the point of formal recognition for those students who most need individualized study and guidance--namely, freshmen.

All the reasons which call for such study and guidance for the student body at large apply a fortiori to the freshman. The freshman year is the critical year. The student is confronted with a new type of work and a new type of life--new methods of teaching and

April 24, 1924

of study, new social experiences and contacts of a bewildering variety. And the habits of life and work formed in the Freshman year bind the student tyrannically thereafter. Maladjustment in the first year may mean, and does mean, failure and dismissal in many cases; and it means faulty achievement and lowered or distorted ideals in a mass of cases. Right adjustment, on the other hand, means the making of men and women qualified to contribute richly to the welfare of society.

The work of the Freshman Advisers would consist chiefly in:

- a) Personal conferences with the students;
- b) Personal conferences with the student's instructors and with other persons concerned in his welfare;
- c) Preparation and maintenance of personnel records of a much more extensive and less mechanical type than those now in use;
- d) Reports concerning students of exceptional ability or concerning students of distinctively inferior ability;
- e) Reports on the work of instructors and on the whole method of operation of the University as reflected in the work of the students.

This work should be done by teachers on the regular staff, both because such teachers are in direct contact with student work, and because such relationships would be of inestimable value for humanizing and otherwise improving the work of the teachers.

Men should serve as Advisers for men, and women as Advisers for women.

The total number of students in the Freshman class in an Autumn, Winter, or Spring Quarter is about 750. Individual contact and study of the type desired could be well and thoroughly provided if the individual Adviser had under his immediate care and study a group

of study, new social experiences and contacts of a bewildering variety. And the habits of life and work formed in the freshman year bind the student systematically thereafter. Adjustment in the first year may mean, and does mean, failure and dismissal in many cases; and it means finally achievement and lowered or discarded ideals in a mass of cases. Right adjustment, on the other hand, means the making of men and women qualified to contribute richly to the welfare of society.

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This work should be done by teachers on the regular staff, both because such teachers are in direct contact with student work, and because such relationships would be of lasting value for humankind and otherwise improving the work of the teachers. Men should serve as Advisers for men, and women as Advisers

for women.

The total number of students in the Freshman class in an Autumn, Winter, or Spring Quarter is about 700. Individual contact and study of the type desired could be well and thoroughly provided if the individual Adviser had under his immediate care and study a group

April 24, 1924

of 50 students. This would mean for the entire Freshman class a staff of 15 Advisers.

The work of these Advisers should be directed and unified by two Junior College Deans, one for men, and one for women. These Deans should themselves form part of the staff of the Dean of the Colleges.

An Adviser should devote to each student, combining all types of work indicated above, a total (not consecutive time) of about one and one-half hours per Quarter. This would mean a total of 75 hours, which would mean (since the Quarter has 12 weeks) about six hours a week or one hour a day.

For such service \$166.66 per Quarter, or \$500.00 for three Quarters would appear to be a fair salary. The total expense for the 15 Advisers for the Autumn, Winter, and Spring Quarters would therefore be \$7,500.

The salary of the Junior College Deans should be (like that of other Deans in the Colleges) \$1,000 each, for service during three Quarters.

The cost of the clerical and stenographic work for the Freshman Deans and Advisers for three Quarters' service is estimated at \$2,500, and the materials needed at \$500.

During the Summer, when the number of Freshman is only about 125, and the problems of living and working are much simpler, they could be adequately cared for by a single Adviser, at a salary of \$200 for the Quarter, with clerical and stenographic help amounting to \$350, and materials amounting to \$50.

April 24, 1934

Memorandum to President Burton--Page 3

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The work of these Advisers should be directed and unified by two Junior College Deans, one for men, and one for women. These Deans should themselves form part of the staff of the Dean of the College.

An Adviser should devote to each student, during all types of work indicated above, a total (not consecutive time) of about one and one-half hours per quarter. This would mean a total of 75 hours, which would mean (since the quarter has 12 weeks) about six hours a week or one hour a day.

For each adviser \$15.00 per quarter, or \$60.00 for three quarters would appear to be a fair salary. The total expense for the 15 Advisers for the Autumn, Winter, and Spring Quarters would therefore be \$7,500.

The salary of the Junior College Deans should be (like that of other Deans in the College) \$1,000 each, for service during three quarters.

The cost of the clerical and stenographic work for the Freshman Deans and Advisers for three quarters' service is estimated at \$2,500, and the materials needed at \$500.

During the Summer, when the number of Freshmen is only about 125, and the problems of living and working are much simpler, they could be adequately cared for by a single Adviser, at a salary of \$200 for the quarter, with clerical and stenographic help amounting to \$250, and materials amounting to \$50.

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

OFFICE OF THE DEAN

April 25, 1924

President E.D. Burton
Harper Library

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. Freshmen Advisers

- | | |
|--|---------|
| 1. Total salaries of Freshman Deans and Advisers-- | \$9,700 |
| 2. Clerical and stenographic service, materials,
etc., for Freshman Deans and Advisers----- | 3,400 |

B. Activities Staff

- | | |
|--|-------|
| 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/ES

The University of Chicago

The Colleges of Arts, Literature, and Science

OFFICE OF THE DEAN

April 25, 1934

President E. D. Burton
Harper Library

Dear President Burton:

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

A. Freshman Advisers

1. Total salaries of Freshman Deans and Advisers--\$2,700
2. Clerical and stenographic services, materials,
etc., for Freshman Deans and Advisers-----2,400

B. Activities Staff

3. Total salaries of staff of directors of
activities (exclusive of \$1,000 already spent for
such service)-----3,800
4. Clerical and stenographic services, materials,
etc., for the directors of activities-----2,500
Total-----\$25,000

I am submitting herewith memoranda relating to these expenses.

Very truly yours,

Ernest H. Wilkins

Dean of the Colleges

EW/MS

sent to Pres. Burton by
Mr. Moulden

COPY

June 11, 1924

Future Plans for the
Colleges

Mr. R. F. Duncan

Mr. H. S. Barnes-O

I had a talk with Dean Wilkins this afternoon in regard to their present work and the plans for the future, so that we might assemble this information together with that received from the graduate schools.

filed under Reports

He stated that for the time being the situation was very uncertain. A commission on the future of the colleges under the chairmanship of Harry W. Prescott is at present apparent in the report which is to be submitted to the Board of Trustees within the course of the next two or three weeks. After this report has been rendered, Dean Wilkins will present a recommendation to be submitted to the Council in the fall regarding the plans to be put into execution for the colleges. Dean Wilkins told me this afternoon that in all probability one recommendation would be to make the college course two instead of four years, with the granting at the end of that time of a Bachelor's Degree. This he admitted would be a radical step, but was one which was bound to come, generally within the next fifteen or twenty five years. He pointed out the wide development among the western universities of junior and senior colleges of two years each, as indicating that the need for a still greater distinction was already being felt.

How such a plan would be received by the college alumni, it is difficult to state at the present time. Certainly it would be bound to have an adverse effect upon athletics, which is one of the things which holds the alumni to the college. It is obvious, too, that it would be unwise to approach the alumni for money until this matter had been really settled and until the alumni have been "sold", if possible, on the plan. Otherwise, gifts from the alumni on the supposition that the present system of four years was to continue might be cancelled or recalled if the two year program were announced later.

No matter what is done, however, there will be needed a central college building, containing classrooms and additional residence halls.

This information is, of course, extremely confidential, but it brings forward a problem in publicity upon which we cannot begin to give serious thought too soon.

June 11, 1924

Future Plans for the
Colleges

Mr. E. F. Darnson
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He stated that for the time being the situation was very uncertain. A commission on the future of the colleges under the chairmanship of Harry W. Prescott is at present appointed in the report which is to be submitted to the Board of Trustees within the course of the next two or three weeks. After this report has been rendered, Dean Wilkins will present a recommendation to be submitted to the Council in the fall regarding the plans to be put into execution for the colleges. Dean Wilkins told me this afternoon that he will probably make one recommendation would be to make the college course two instead of four years, with the granting at the end of that time of a Bachelor's Degree. This he said would be a radical step, but was one which was bound to come, generally within the next fifteen or twenty five years. He pointed out the wide development among the western universities of junior and senior colleges of two years each, as indicating that the need for a still greater distinction was already being felt.

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No matter what is done, however, there will be needed a central college building, containing classrooms and additional residence halls.

This information is, of course, extremely confidential, but it brings forward a problem in addition upon which we cannot begin to give serious thought too soon.

4-14-24

Feb 6

MEMORANDUM FROM DEAN WILKINS TO PRESIDENT BURTON CONCERNING THE INCREASE IN THE STAFF OF DEANS

Prior to the reorganization of the staff of College deans in the summer of 1923, the staff consisted of a Dean of the Colleges (salary \$1,000 in addition to full salary as professor), an assistant Dean of the Colleges (salary \$500), and five deans in the Colleges (salary \$500 each). Roughly speaking, and allowing for absence for vacation, this meant that each dean had to care for nearly 500 students. With so small a staff it was obviously impossible to give more than mechanical service to the student body. Furthermore, the salary of \$500 was not sufficient to attract or hold just the set of men and women desired as deans.

In the summer of 1923, therefore, the staff was increased, and has this year consisted of a Dean of the Colleges (salary \$1,000), an assistant Dean of the Colleges (salary \$750), and eleven deans in the Colleges (salaries varying for special reasons, and averaging about \$840). The purpose of the increase in the size of the staff was to make possible the assignment to each dean of a much smaller number of students (roughly 250), and thus to enable each dean to approximate a humanized and individualized acquaintance with and treatment of his students. The purpose of the increase in salary was to secure as deans precisely the men and women best able to give wise and efficient service in such capacity.

The experiment has, in my opinion, fully justified itself. The deans have been able to give far more thoughtful and friendly guidance than before in respect to choice of courses and in respect to the many personal and social problems of the students, have been able to act more wisely than before in questions of probation, dismissal, and readmission, and have been able to study certain important general problems intensively and with valuable results. The student body has become responsively aware of the fact that the University is developing a new attitude of individual and human interest. The increase in salaries enabled me to secure a staff consisting of (men) J. A. Field, J. W. E. Glattfeld, B. C. H. Harvey, W. D. Jones, J. F. Norton, A. P. Scott, T. V. Smith, D. S. Whittlesey, and (women) Miss S. P. Breckinridge, Mrs. E. F. Flint, Mrs. M. I. Logsdon, and Miss Elizabeth Wallace. These are men and women of the highest caliber in personality and in efficiency.

It is my belief, as I have indicated in an earlier memorandum, that this staff should be still further enlarged, by the addition of a special staff of Junior College Advisors; but in view of your statement of the financial pressure, I have omitted the staff of Junior College Advisors from my estimates for next year, and am asking simply the reappointment of a staff of the same size as the staff which has served this year. Since all the deans have proved themselves to

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It is my belief, as I have indicated in an earlier memorandum, that this staff should be still further enlarged, by the addition of a special staff of Junior College Advisors; but in view of your statement of the financial pressure, I have omitted the staff of Junior College Advisors from my estimates for next year, and am asking simply the reappointment of a staff of the same size as the staff which has served this year. Since all the deans have proved themselves to

be of first class ability, I am asking that each be given the salary of \$1,000 a year which was agreed upon last summer as the normal salary for a dean under the new conditions; and I have asked that the salary of the Dean of the Colleges be increased to a total exceeding by \$2,000 the salary which he would receive as professor.

April 14, 1924

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April 14, 1924

C4A-1

The University of Chicago
Office of the Vice-President and Dean
of Faculties

June 13, 1924

Memo. to the President.

The enclosed letter from Mr. Spencer states the outcome of the school for managers of Fairs which was held at the University this spring. You may recall that the active man in arranging the program was introduced by Mr. Harold Swift in a letter received while you were absent during the winter. The "school" continued for one week. Its success was largely due to the interest and time which Dean Spencer contributed. I think that his suggestion is a good one and had intended to refer this letter to you before. If you approve his idea, perhaps you will send him a line to that effect.

J. H. Lusk

T.S

*I am favorably inclined to his suggestion
& am writing Mr. Spencer to that effect*

C-1

The University of Chicago
Office of the Vice-President and Dean
of Faculties

June 15, 1934

Memo. to the President.

The enclosed letter from Mr. Spencer states the outcome of the school for managers of firms which was held at the University this spring. You may recall that the active man in arranging the program was introduced by Mr. Harold Swift in a letter received while you were absent during the winter. The "school" continued for one week. Its success was largely due to the interest and time which Dean Spencer contributed. I think that his suggestion is a good one and had intended to refer this letter to you before. If you approve his idea, perhaps you will send him a line to that effect.

T.S.

I am favorably impressed with the suggestion
and would like to see it carried out.

Please read and return to J.H.T. with comment.

The University of Chicago
The School of Commerce and Administration

May 23, 1924

Dean James H. Tufts
The University of Chicago

My dear Mr. Tufts:

The School in Fair Management held at the University under the joint auspices of the School of Commerce and Administration and the International Association of Fairs and Expositions closed Friday, May 16.

The officers of the Association asked me to convey to the University, through you, their thanks and appreciation for permission to conduct their institute on the campus in a University building. They will undoubtedly send you a formal message of appreciation later on.

From the point of view of the Association the School was a success. If one desired to be cynical one would say that, of course, any such meeting would be a success which could avail itself of the free use of University buildings and secure lecturers from faculty members for purely nominal honoraria. But I am not cynical about the project. I really believe that these men are interested in something which has educational promise although I doubt very much if they are now aware of what they want.

From the point of view of the School of Commerce and Administration and the University the School this year has had no value beyond the formation of a contact with the Association of Fairs and Expositions, and what this contact promises for the future.

At a luncheon which I tendered the officers of the Association on the last day of the School, the officers of the Association raised the question as to whether the University would agree to the location of the School here for another year. I told them quite frankly that the University was not interested in it except as an educational project and that, of course, it could not sponsor a trade convention parading under the guise of a School. They assured me that they had no desire or inclination to impose on the University in such a manner. To test their sincerity I suggested that the Association give to the University a small sum of money, say \$1,500.00 or \$2,500.00 to be used by the School of Commerce and Administration in conducting an investigation of some problem in connection with the history, organization, functions or management of Fairs and Expositions, and that a report of this investigation be the outstanding part of their program at the next School, if one should be held here again. They seemed to be delighted with this suggestion.

If the Association is willing on an experimental basis to give the University a sum of money to be used in the investigation of some particular problem and is willing to make the report of this investigation the main part of the program for their School of next year I think that the School of Commerce and Administration can afford to enter into the arrangement for another year.

I should be very glad if I might have your reactions upon a possible arrangement for another year. They will be asking me for an answer pretty soon. I should like to be able to speak pretty definitely from the point of view of the University when they do approach me about their plans for next year.

Yours very sincerely,

Dean.

WHS:HK

The University of Chicago
The School of Commerce and Administration
May 22, 1932

Dear James H. Teller
The University of Chicago

My dear Mr. Teller:

The School of Commerce and Administration at the University under the joint auspices of the School of Commerce and Administration and the International Association of Fairs and Expositions closed Friday, May 12.

The officers of the Association asked me to convey to the University, through you, their thanks and appreciation for permission to conduct their Institute on the campus in a University building. They will undoubtedly send you a formal message of appreciation later on.

From the point of view of the Association the School was a success. It was desired to be a practical one and would say that of course, any such meeting would be a success which would avail itself of the free use of University buildings and secure faculty-are from faculty members for purely nominal honoraria. But I am not cynical about the project. I really believe that these men are interested in something which has educational purposes although I doubt very much if they are now aware of what they want.

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If the Association is willing to do an experimental basis to give the University a sum of money to be used in the investigation of some particular problem and is willing to make the report of this investigation the main part of the program for their School of next year I think that the School of Commerce and Administration can afford to enter into the arrangement for another year.

I should be very glad if I might have your reaction upon a possible arrangement for another year. They will be waiting for an answer pretty soon. I should like to be able to speak frankly and fully from the point of view of the University when they do approach me about their plans for next year.

Yours very sincerely,

W. F. Johnson

Dean

WHS:HK

Cd.1

June 23, 1934

My dear Dean Spencer:

Under the date of May 23rd you wrote a letter to Dean Tufts a copy of which you know doubt retained. Mr. Tufts referred the letter to President Burton with his recommendation of your suggestion. The President has asked me in his absence to inform you that he is favorably disposed toward your suggestion.

Very truly yours,

Secretary to the President.

Dean W. H. Spencer
The University of Chicago

NB/R

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June 22, 1924

My dear Dean Spencer:

Under the date of May 23rd you wrote a letter to Dean Tuffe a copy of which you have doubt retained. Mr. Tuffe referred the letter to President Burton with his recommendation of your suggestion. The President has asked me in his absence to inform you that he is favorably disposed toward your suggestion.

Very truly yours,

Secretary to the President.

Dean W. H. Spencer
The University of Chicago

MB/R

The University of Chicago

Office of Vice-President and Dean
of Faculties

September 29, 1924

With reference to the statement concerning the future of the Colleges.

In Paragraph 4 on Page 2, second and third lines the proposed draft reads "on the block between Woodlawn and Greenwood Avenues". There are of course two blocks between Woodlawn and Greenwood. I do not know whether the phrase should read "blocks" instead of "block" or whether it should read "between University and Greenwood Avenues" or "between Woodlawn and University Avenues".

On page 3, Paragraph 6, I think I should suggest a slight change in the order of the various purposes mentioned, placing the more directly educational work first instead of the administrative provision. I would expand slightly the description of the education provision by inserting after the words "class rooms", "rooms and equipment in which methods of study and discussion of various types might be tried."

It might be well to avoid the necessity of an immediate decision as to whether the offices of the Deans of the Colleges should be located in this building (instead of in the general administration building). My present impression is that in any case there would have to be some office provision for college Deans, and that ultimately their work might increasingly be carried on there, provided that the proposed college buildings should come to provide for the whole undergraduate body, but that at the outset such a college building would not necessarily include all undergraduates and therefore that a considerable part of the administrative work of the Deans would be conveniently carried on in the general administrative building.

The last sentence in Paragraph 6 is one that would call out vigorous opposition from some, if it should come to their attention. I am not sure whether this can be avoided or whether it is a fact, simply to be recognized and passed over. What I have in mind is that Mr. Prescott, in discussion with me last May, just before the Senate meeting, stated his view to be that an educational building ought to embody its purpose in its structure to such a degree as to preclude its easy conversion into a different type of organization. I do not know just how far his thinking has gone in the way of determining

The University of Chicago

Office of Vice-President and Dean
of Faculties

September 22, 1924

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a slight change in the order of the various purposes mentioned,
placing the more directly educational work first instead of
the administrative provision. I would expand slightly the
description of the education provision by inserting after the
words "classrooms", "rooms and equipment in which methods of
study and discussion of various types might be tried."

It might be well to avoid the necessity of an
immediate decision as to whether the offices of the Deans of
the Colleges should be located in this building (instead of
in the general administration building). My present impression
is that in any case there would have to be some office pro-
vision for college Deans, and that ultimately their work might
increasingly be carried on there, provided that the proposed
college buildings should come to provide for the whole under-
graduate body, but that at the outset such a college building
would not necessarily include all undergraduates and therefore
that a considerable part of the administrative work of the
Deans would be conveniently carried on in the general adminis-
trative building.

The last sentence in Paragraph 8 is one that would
call out vigorous opposition from some, if it should come to
their attention. I am not sure whether this can be avoided or
whether it is a fact, simply to be recognized and passed over.
What I have in mind is that Mr. Prescott, in discussion with
me last May, just before the Senate meeting, stated his view to
be that an educational building ought to embody its purpose
in its structure so such a degree as to provide its own con-
version into a different type of organization. I do not know
just how far his thinking has gone in the way of determining

what type of structure would be involved in such a method of education as he favors. My own feeling is that undergraduate work should have a structure that would permit much more of the "group around a table", with reference books for the particular class around the walls, instead of the ordinary formal class room. They have been rather successful with this at Amherst. Provision for experimentation in this direction would be largely a matter of internal division of space rather than of external features, yet I think we ought to have such or similar possibilities in mind even in our structural plans.

Paragraph 7. I like the first sentence, particularly the phrase "humane educational residence. I rather think that I would not include the words "City Club", and I should like to place earlier in the paragraph the thought of the personal influence of resident members of the faculty. This might work out something as follows:

7. The residence buildings should be not mere dormitories, but places of humane educational residence. They should provide opportunity on one hand for personal contacts under the most friendly conditions, with older persons and fellow students, and for the silent influences of good books and art. They should provide accordingly for the study-parlor or semi-study of the resident fellow or tutor, ~~where there could be more intimate personal conversations with individuals or small groups, not official but informal and friendly, preserving the best features of our fraternity houses and women's halls, but with the emphasis upon uniting the two features which in our American colleges have been unfortunately separated to a great degree, namely the intellectual activity and the friendly contact with persons in such ways as to promote the intellectual life and at the same time influence character.~~ They should provide for a library, a common room, and a dining hall, in each unit.

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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. This 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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tional buildings for the residence of our students. The 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 ~~Woodlawn~~ ^{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 block ^{University} east of ~~Wood-~~ ^{University} ~~lawn~~ 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 undergraduate education, the buildings should

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7. The residence buildings should be not mere dormitories, but places of humane educative residence. They should embody the best features of a city club, of our fraternity houses, and of our women's Halls. There should be in each a dining hall, a common room, a library (the latter two perhaps combined) and room for the residence of one or more members of the faculty.

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Copy for
Vice President J. S. Dickerson.

Feb

File 1924
(Oct. 17)

Mr. J. S. Dickerson
Secretary of Board of Trustees

My dear Mr. Dickerson:

In behalf of the Chairman, Mr. Bond, I present herewith to the Board of Trustees ^{the} report of the Commission on the Future of the Colleges, appointed by the Trustees a year ago.

The Commission, however, suggests that ~~formal~~ presentation to the Board be postponed until the return of President Burton.

The Commission desires also to call the attention of the Board of Trustees to the Preamble, which indicates our hope that no publicity will be given to the report until the Committees on the Graduate School and on the Development of the University have had an opportunity to complete their labors.

In presenting the report the Commission asks to be discharged. As the report itself states, the educational policy involved requires full discussion by the Faculties of the University. Such discussion in our opinion should be initiated by the Dean of the Colleges, ~~or~~ by the Vice-President in charge of Educational policy. As a commission we consider our duties completed on the presentation of the enclosed document.

Finally, I may say that there are thirty-five copies of the report which are at the disposal of the Board of Trustees, and I should be glad to distribute them as the Board may direct on my return to the University, October 1.

Cordially yours,

Henry W. Prescott

For The Commission on the
Future of the Colleges.

Copy for
 President
 10/17/17

Mr. J. S. Dickerson
 Secretary of Board of Trustees

My dear Mr. Dickerson:

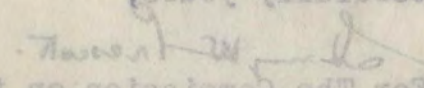
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IX. The Colleges

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File

To many of the Alumni and to a large part of the public the Colleges are practically the University. There is indeed much to justify this feeling. In the Universities of the country, with a very few exceptions the Colleges fill the front and occupy the centre of the stage. The Colleges moreover are the source of supply for all the graduate and professional schools. Without them these more advanced schools would speedily close their doors. It is in the College as a rule that the ambition for scholarship or professional achievement becomes a real force in a young man's life. From the Colleges furthermore come the great body of educated men and women who create and support the sentiment in favor of education. They are essential to the completed scheme of such an institution as the University. They are needed to supply to its graduate and professional schools men and women who trained under its own influence will give character to these schools, to facilitate research and make reasonably complete its research in the field of education, and to supply a real need of its immediate environment and constituency.

But it is selfevident that, retaining them, as it certainly will in its scheme of education, the University must from all these points of view make them the best possible. Much serious thought has been given to the question how this can be done and while many aspects of the matter remain to be further investigated and made the subject of experimentation some things have emerged with unmistakable clearness.

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First, the aim of the college must be nothing less or narrower than the development of personalities, the providing of

a type of life in college which will fit the student for a rich and useful life in after college days. It must take account of the fact that some of its students will go on to further study in graduate or professional school, and for others college days will end not education but education in a school, and must concern itself with the needs of both classes.

Second, it must set and maintain high standards of scholarship, and steadfastly discourage the notion that college is a pleasant interlude between school days and the serious business of life.

Third, it must recognize the possibilities and conserve the value of the out-of-class hours and activities of the student. It must take account of the educative influence of companionships and recreation and athletics.

Fourth, it must deal with its students as individuals. Mass education is ill adapted to produce the highest type of personality. It is better than none; it is far from being good enough. It must provide opportunities for easy and intimate contact not only of the students with one another but with more mature men and women of high character and scholarly interests, yet interested also in people and sympathetic with youth and patient with its impatience.

Even this inadequate statement of the matter is sufficient to make it clear that the colleges of a University made up in no small part of graduate and professional schools call for intent attention and constant study, and for treatment in important respects different from that which is given to these

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Even this inadequate statement of the matter is sufficient to make it clear that the colleges of a University made up in no small part of graduate and professional schools call for intense attention and constant study, and for treatment in important respects different from that which is given to these

other divisions of the University. Some men can do good work both for college students and for graduates. But the practical exigencies of the situation will usually require a man even of this type to devote himself to one class and to give up work in the other field. Good college work is essential to good graduate work. Neither must cut the nerve of the other. Research must not be sacrificed to large college classes, but neither must college teaching be intrusted to men whose only interest is in scientific problems and to whom undergraduate teaching is a perpetual bore. College teaching is a highly dignified and important service worthy to stand on its own merits, and ^{to be} conducted in the best possible way, and not as an incident of work supposedly or really more important.

On the other hand there are undoubted advantages in conducting college work in close relationship with Graduate work. It broadens the horizon and lifts the sky of the student. It keeps him from thinking that four years will give him a complete education. It injects into the college that spirit of research, which though it cannot be cultivated in college for its additions to human knowledge, is essential to the best atmosphere of the college.

These considerations suggest what we have come to believe, that we have an almost ideal opportunity to develop a type of college life and education, which for our situation will surpass any that has yet been evolved, and that will be a real contribution to American education. They carry also the suggestion that while the unity and continuity of all the work of the University should be conserved before and in and after undergraduate days, yet some measure of separation and some diversity should differentiate the several stages

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

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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 fraternity 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 activity on the one hand and friendly contact with persons on the other.

It is not very important whether these residence halls be called colleges or halls. They will certainly not restrict their residents to any limited number of instructors who are associated with it, but on the other hand each of them will aim to develop a real social and intellectual life of its own, and they will constitute a recognized part of the educational equipment of the University.

The cost of these developments as included in the first \$17,500,000. is as follows:

An Educational Building and maintenance fund.....	\$1,000,000.
Residence Buildings for 600 students.....	2,000,000.
Endowment of Administration.....	500,000.
Within the next decade other residence buildings should be built at a probable cost of	4,000,000.

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It should be borne in mind on the other hand that the \$6,000,000. which it is proposed eventually to invest in residence buildings should yield a net income above cost of maintenance and depreciation of 5 per cent , with the result that this sum would for many years at least have the value of endowment.

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Subsequently Revised *File* *CTA-1*
A PROPOSAL FOR DEALING WITH PROMISING STUDENTS PREPARING
FOR BUSINESS LIFE.

- A - Education of college students for business is relatively a new undertaking. To determine the best way of conducting such education and at the same time to give the best education that we are now able to give to a selected group of students, it is proposed that the School of Commerce and Administration of the University of Chicago shall

1. Select a group of persons of exceptional promise.
2. Give them special guidance and the best available instruction.
3. Arrange their work with a view to calling out and developing whatever creative power they possess.
4. Observe and record the results; compare them with those obtained under more usual conditions; and summarize whatever the experience teaches.

It is quite within the range of possibilities that such an experiment would lead to a revolution in educational methods.

- B - More definitely the procedure proposed is as follows:

1. From the 7400 pupils who are graduated from the 41 high schools that are naturally contributory (geographically speaking) to the University of Chicago,
 - a) who are in scholarship in the upper 25% of the class,
 - b) who need aid in their effort to secure an education,
 - c) whose habits and personality give promise of high usefulness and service.
2. Grant a scholarship of \$250.00 (possibly more) to each of the 35 students so selected. The University of Chicago is in a position easily to select these students - the scholarships would have to be specifically provided.
3. Assign to these students a special dean. Examine the individual cases carefully and arrange their classes so that they will always be in groups that challenge their abilities. Make sure they have competent instruction.

The School of Commerce and Administration has the largest equipment of any of our schools of business for preparing materials of instruction and the materials already pre-

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pared constitute a unique body of subject matter for business education.

4. Constantly stimulate these students to do their best and thus develop their latent abilities.
 - a) At the end of the first year drop those who have not done well enough to warrant continuing. The probability is that even if the original group of 35 was carefully selected it would drop to 30 at the end of the first year. Repeat this at the end of the second year. Possibly 20 would survive to the end.

After the sorting that occurs in the freshman year arrange their curriculum so as to accomplish two things: (a) Give them stimulating contact with the main fields of human knowledge. (b) Have their work in their chosen field (business administration) distinctly of a character to develop their creative ability and their power of initiative.

The School of Commerce and Administration is the one collegiate school of business that has developed its curriculum to the point where emphasis can be given to this creative work. As for the guidance of this type of work, Mr. Marshall has been selected by both the Commonwealth Fund and the Laura Spelman Rockefeller Memorial to supervise the preparation of materials for school use. He has been commissioned by the Memorial to make a comprehensive survey of the programs of business education in Europe and America.

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	1925-26	1926-27	1927-28	1928-29
Cost of special administration and observation	\$ 1500	1500	1500	1500
Scholarships at \$250 a year	<u>8750</u>	<u>7500</u>	<u>6250</u>	<u>5000</u>
Total	\$ 10250	9000	7750	6500

If it is desirable to increase the stipend the cost would be correspondingly higher. If it be thought best to include four entering classes in succession the figures would gradually rise to 29,000 a year and remain constant.

	1925-26	1926-27	1927-28	1928-29	1929-30
Administration and Measurement	\$ 1500	1500	1500	1500	1500
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Total	\$10250	17750	24000	29000	29000

Those who have studied this matter at the University believe that this experiment would both give to these students an exceptionally good preparation for business life, and that it would furnish a very valuable addition to our knowledge of how to conduct such education.

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	1925-26	1926-27	1927-28	1928-29	1929-30
Administration and Measurement	\$ 1500	1500	1500	1500	1500
Scholarships	8750	7500	6250	5000	8750
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Material for Discussion - 3

II. INSTRUCTION IN LARGE JUNIOR COLLEGE COURSES

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

SURVEY OF PRESENT CONDITIONS

Personnel of the Teaching Force

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

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

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

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

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

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

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

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

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

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

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

Basis of Selection

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

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

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

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

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

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

Lack of Basis of Estimate

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

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

III. SPECIAL TREATMENT FOR LEADING STUDENTS

Report of a Committee of Deans

The general experience of the members of the committee and the special reading done by them in connection with this investigation have bred in them certain convictions. They believe that classes of heterogeneous membership and lack of differential treatment for individual students result in failure to develop the abilities of students of unusual promise; and that this failure is in large part responsible for the widely lamented lack of leadership in American life. They are also convinced that the liberation of the dynamic power of latent in choicer spirits among the student body cannot be fully achieved by any mechanism. Because the materials to be dealt with are intangible and complex, the means for handling them must be largely personal and highly flexible. But it is thought that the plans here suggested may be so worked out by departments, by individual teachers, and by administrative officers as to lead to very valuable results.

We are concerned with the development of leaders for society. We are therefore particularly concerned with the development of those students who give high promise of becoming leaders for society. The term "leading students" is in our intention a short form of the phrase "students giving high promise of leadership for society." It is because of this general and particular concern that we prefer the term "leading student" to the terms "superior student" and "gifted student" (terms widely used in the literature of this subject). It is to be noted that leadership, while based on intellectual qualities, implies the possession and development of other qualities as well.

Recognition

By what signs shall we recognize the "leading student"? In general, a student who is an efficient searcher for truth for the sake of its human

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Recognition

By what signs shall we recognize the "leading students"? In general, a student who is an efficient searcher for truth for the sake of its human

values is to be recognized as a leading student. In particular, a student who possesses in notable degree any considerable number of the qualities which imply leadership is to be recognized as a leading student. Such qualities are:

1. Technical ability (workmanship, dexterity)
2. Power of expression
3. Accuracy of observation
4. Perseverance
5. Power of concentration
6. Sense of proportion (including a sense of humor)
7. Intellectual curiosity
8. Power of initiative
9. Ability to reason, comprising
 - a) Possession of facts
 - b) Analysis of facts
 - c) Synthesis of facts
 - d) Interpretation of facts
10. Health of body
11. Appearance
12. Manner (bearing)
13. Attractiveness (charm)
14. Ability to co-operate
15. Moral cleanness
16. Honesty
17. Faith in knowledge
18. Purposefulness
19. Vision
20. Social-mindedness

The first nine of these qualities, it will be noted, are intellectual in origin or result, and are thus the qualities with which the college as such is primarily concerned. But some measure of the next four (10 to 13), which, be it noted, are not gifts, but are within the power of intelligence, will, and right feeling to attain and cultivate, is necessary to leadership. And without some measure of the next seven (14 to 20) the preceding qualities might remain wholly un-social or even be used for anti-social ends.

The committee believes that the search for and the recognition of such qualities as these in the students under his care is a chief duty, as it is the high privilege, of the teacher and the administrative officer.

The teacher has opportunities for such search and recognition in the contacts afforded by the classroom, and in the mental contacts afforded by the reading of various sorts of written material.

The deans have other opportunities. In the case of new registrants they may--and do now--consult the data afforded by the Selective Admission blanks. These data might be supplemented by asking High School principals, early in October, for special lists of such of their students matriculated with us as they deem leaders in the terms of our definition. The intelligence tests afford an additional source of evidence. Exemption from English 1 constitutes a prima facie indication of general excellence.

The deans may at their discretion communicate their estimates to the instructors, normally by means of the Personnel Summary sheets introduced in the Autumn Quarter, 1924; and the instructors should report their estimates to the deans, by means of notations on those sheets, or by special message. A card list of students regarded as leading students should be kept in the dean's office, and special care should be taken in the collection of significant personnel material for these students.

Types of Treatment

The several types of treatment proposed below all apply to those students who give evidence of leadership in the intellectual qualities listed above. Leadership in other qualities should be recognized and encouraged in so far as possible, particularly in the less formal and more personal types of treatment.

Singling Out

The individual leading student may be encouraged to attain and maintain his best pace in various ways. He may be released from certain requirements, as from drill, from daily class attendance, or from attendance upon certain days specified to him by the instructor. He may be given

departmental permission to drop a course and pass into a more advanced one. Certain substitutions should be permitted him. At his option he may, instead of taking the final examination, make a review of the course, the completion of the review to be reported to the instructor. Through co-operation between the departments and the deans he may be allowed to substitute special work for required courses, as in sequences.

He may be stimulated through special assignments and special (not necessarily longer) reading-lists. He may be given personal conferences or small-group conferences with his instructor. Whenever possible he should have opportunity to make excursions into the field in which the course which he is taking lies. Special library and laboratory facilities should be granted to him. An opportunity to do more than the required work in the laboratory, admission to the library stacks, the use of special loan collections of books without fee are recommended.

Invitation courses may be established--either inter-departmental courses for students of general excellence, such as the special invitation course offered in the Autumn and Winter of 1924-1925, Zoology O, or special departmental courses. (The allied question of a special "Honors" curriculum is not raised in this Report).

A practical and prized privilege, already twice successfully tried out, is that of priority registration. Another recommended is that of registration for more than the normal amount of work for credit, on written recommendation of the department and approval of the medical office. (The present so-called "honor courses" are unproductive and should be abolished.)

Some of the most valuable encouragements are those which are still more personal. Such encouragement cannot be given without sacrifice of time on the part of instructors oftentimes engaged in matters of great import. But it is the earnest conviction of the committee that not only acts of

thoughtfulness and confidence, like the lending of books, or the exhibition of personal experiments in research, but also the offering of individual hospitality and fellowship are among the legitimate and fruitful rewards of promise.

The opportunity for individual encouragement presents itself, of course, to deans as well as to instructors.

Sectioning on the Basis of Ability

Sectioning on the basis of ability (more exactly, "sectioning in accordance with the rate of learning") is recommended for courses having two or more sections meeting at the same hour. In the opinion of the committee it should be used in those Junior College courses in which material is standardized and in which content is given greater emphasis than skill.

The underlying principle of the scheme is that each student should be kept at his highest level of achievement. It can be cogently argued that the practice of sectioning is of great value to the average or poor student. But since the concern of this committee is with the student of special promise, it is sufficient to point out here the development through legitimate competition and through concentrated mental activity which comes to one liberated from the requirement of sitting day after day under instruction devised for thinner minds.

Assignment to a section may be made on various grounds. A student may be assigned on his entrance record in the subject. He may be subjected to preliminary tests as is now done in English 1. He may be placed after a period of regular class work. His previous record in the department may be consulted. In any case, the result should be that he is with his approximate equals and doing work designed to meet the needs of a homogeneous group of a particular capacity.

The assignment to a section should be always clearly announced at the outset as tentative. This tends to allay resentment, in the case of a student who thinks his rating too low, and allows him to feel that he has a chance to rise. Though it is not judged advisable, with the quarter system, to have a regular period at which members may be shifted from one section to another, it is of the essence of the system that it shall be flexible; and an individual should be shifted whenever such a change is plainly to be desired.

A sectioned course should be supervised by an experienced instructor, who may himself meet the group of ablest students. He might meet the whole course once a week. It is quite possible that the leading section may need to meet less often than the others, at least after the opening sessions of the quarter. In this way the instructor of that section is set free for other activities, perhaps for the work of supervision. When the scheme of sectioning is being tried out with a course, the organizing instructor should obviously have a light departmental program, that he may be free to develop team work among the instructors. Teaching in a section course will undoubtedly require more time than is demanded by the same course unsectioned. The work will also undoubtedly be more rewarding. And the extra time may even be returned to him through arrangement for repetition of work; e.g., each instructor may give certain lectures to the whole group, or each may handle a given part of the conference, field, or laboratory work⁽¹⁾

Groups and Honor Societies

Oftentimes studious undergraduates with much in common do not know each other at all, and they rarely have that personal social contact with

(1) The most complete general discussion of sectioning on the basis of ability is the report on that subject by Committee G of the American Association of University Professors, published in the Bulletin of that Association for October, 1923.

their instructors which we of the older, smaller, more leisurely days remember as among the bountiful influences of our education. We have in Arts, Literature, and Science nearly three thousand undergraduates living widely scattered. The bringing together of like spirits under conditions which foster the quickening of ideas is a beneficent office which instructors and deans are in a position to perform. Such small groups have been brought together to mutual profit and delight in faculty homes, and the practice should be extended. It is possible for such groups to do for a student informally during all his college life what Phi Beta Kappa seeks to do formally in the last year.

The development of Phi Beta Kappa as an undergraduate organization is clearly a move in the right direction, and its influence should be extended. The committee is in hearty agreement with the principle of the comparatively new plan whereby persons to the number of not more than five may be elected annually on the basis of a standing of four grade points per major taken plus a record of leadership. (The "regular" basis is four and a half grade points for thirty-three majors, or five for twenty-seven.)

Students holding honor scholarships as a result of excellence in the work of the first year or in the work of individual departments may well be organized or met informally in special groups, and may appropriately be invited to be present at meetings of Phi Beta Kappa, or at special dinners.

In the case of the students granted honor scholarships for excellence in the work of the first year, the Committee suggests that elements other than high grades be considered in the selection of the candidates; that the appointees be given a special name, as "Collegiate Scholars," and that they be encouraged to form a local honor society, with adequate and attractive provision for meetings granted by the University.

Publicity

The attainment of honorable undergraduate distinction should have more publicity than is at present given to any students other than athletes. This should not be given so much for reward to him who achieves as for incentive to his fellows. The greatest value of publicity of honors lies in its stimulus to the ambition of students with dormant powers.

Entering Freshmen should be given full information concerning honor societies and the conditions governing the award of honors. A booklet concerning Phi Beta Kappa, Sigma Xi, and other societies, giving an account of their history, character, ideals, and membership, should be freely distributed among them. It should include the roll of honor for the preceding year. And lists of students awarded honors should be announced not only in Convocation programs, as now, but in the Maroon and in the University Record.

Awards

There are also to be considered the recognitions and rewards involving money. The committee believes that poverty has been relatively too much considered, and promise of leadership relatively too little, in the granting of scholarships and loans.

For those leading students who must have more than their tuition fees if they are to remain in the University and do their best work there should be awards comparable financially to our present fellowships. These distinguished students should not be lost to us nor their work impaired by necessity of outside labor. The committee agrees that "instead of fearing that money cannot be found to finance opportunities for students of unusual ability, we might rather have an expectation that financial aid can be secured for this cause very easily. . . more readily than for general endowment" (G. W. Stewart, in *School and Society*, XIV, 445).

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Existing regulations should be given full information concerning honors societies and the conditions governing the award of honors. A booklet containing Phi Beta Kappa, Sigma Xi, and other societies, giving an account of their history, character, ideals, and membership, should be freely distributed among them. It should include the roll of honor for the preceding year. Lists of students awarded honors should be announced not only in Convocation programs, as now, but in the Nation and in the University Record.

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There remain loans. At present several funds provide loans, without interest, repayable at any time. Efforts should be made to enlarge these, and the leading student should have a prior lien.

Educational and Vocational Guidance

Nor should our attention cease with the graduation of such students. They should receive the best possible advice with reference to continued education, or assistance in obtaining positions suitable to their talents, training, and aims.

Standing Committee

The faculty should have a standing committee on the special treatment of leading students. It should be the duty of this committee to gather information as to methods in use here and elsewhere, to disseminate such information to members of the faculty, through a special annual faculty meeting or otherwise, and in general to further the development of such plans as those suggested in this Report.

It is no part of the desire of the Committee to plan a college exclusively for superior students. It is entirely possible to give rich natures the nutrition they need without starving the "multitudinous mediocre." Indeed, the great mass of students will in the long run indubitably profit, for a trained mind is a fecundating influence. Sent out into the world, the possessor of such a mind will as teacher, as parent, as doer and thinker in whatever field he enters, be a force of light and leading, sending back in his turn to the colleges those who can take with power the next stride forward. If such minds are suffered to be content with less than their best, there is no check to the process of base-leveling. It is the heartening

duty of the college instructor and administrator to see to it that the salt shall not lose its savor.

Respectfully submitted,

Edith F. Flint, Chairman
B. C. H. Harvey
J. F. Norton
Elizabeth Wallace
D. S. Whittlesey
E. H. Wilkins

MOTIONS PROPOSED

1. That this faculty approves the principle of special treatment for leading students; and that it approves in general the suggestions made in the report of the Committee of Deans on Special Treatment for Leading Students.

2. That the President appoint a standing committee of five on Special Treatment for Leading Students, which committee shall gather and disseminate to the members of the faculty suggestions relating to this matter, and shall propose systematic action if at any time such action shall seem desirable.

IV. SIMPLIFICATION OF THE GRADING SYSTEM

Report of A Committee of Deans

A. The present system is felt to be unsatisfactory.

1. It contains so many grades that instructors tend to grade over only a part of the scale, generally the higher part. This has been shown by statistics collected by the School of Education.
2. A very important object of grading is to point out to the Deans cases which require special administration. The administrative officers feel that the present system serves rather to obscure than to distinguish such cases.
3. The system disposes the student to think of his college course in terms of grade points. The official insistence upon fine graduation tends to make him think more of the measurements than of the thing measured. The system constitutes a considerable and distracting factor in the student's thought and a large element in his conversation with fellow students. It leads in large extent to the election of courses with reference rather to the securing of grade points than to the inherent value of the courses. It results often in the belief that the instructor has been unjust; and this belief in turn creates an attitude of hostility which prevents work of the right sort. Most grades fall within the range indicated by the letters C, B-, and B, and it is therefore upon divisions within this range that thought, words, and feeling are most freely spent; yet this is precisely the range in which subdivisions are of the least real importance; for it is the general field which intervenes between danger and distinction.

From the foregoing statements it will appear that the present system is unsatisfactory from the standpoint of the instructor, from that of the administrative officer, and from that of the student.

B. The following plan is proposed:

<u>Quality of work</u>	<u>Symbol</u>
Passed without notable distinction or weakness	P
Passed high (i.e., with such distinction as to merit differential treatment)	H
Passed low (i.e., with so narrow a margin as to require differential treatment)	L
Not passed	N

This system answers all the questions that are in point of fact needed for the differential treatment of the student. For those questions: first, "Did the student pass or not?"; second, "If he passed, did he pass with such distinction as to merit differential treatment on that score?"; and third, "If he passed, did he pass with so narrow a margin as to require differential treatment on that score?"

C. The adoption of this system would involve the following corollaries:

1. The disuse of gradepoints.
2. The statement of graduation requirements in the following terms: "36 majors passed; plus one extra major passed high or with the grade P for each three majors passed low."
3. The preparation for submission to the faculty of new regulations covering dismissal, probation, and eligibility.

Respectfully submitted,

J. A. Field	Marion Talbot
W. D. Jones	D.S. Whittlesey, Chairman
T. V. Smith	E. H. Wilkins

MOTIONS PROPOSED

1. That the faculty adopt the grading system recommended in the report of the Committee of Deans.
2. That the same committee be asked to prepare and submit to the faculty new regulations covering dismissal, probation, and eligibility.

V. A THEORY OF EDUCATION

I

In the complete educative development of the individual there are three main stages. The first is the stage of preparatory education. Its purpose is to establish in the child the primary adaptations which make systematic study possible. The second is the stage of general education. Its purpose is to insure the proper adjustment of the individual to the complex and changing environment in which he is to live, and to give him such ideals as will equip him to criticize and transform that environment. The third is the stage of special education. Its purpose is to develop power in some special field of intellectual activity.

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

With the first of the three stages we are not here concerned, save to note that in the case of a child of average ability it corresponds to a period of about six years--that is, supposing the child to start schooling at the usual age of six, from the time he is six through the time he is eleven. (1)

II

The purpose of general education, as we have said, is to insure the proper adjustment of the individual to the complex and changing environment in which he is to live, and to give him such ideals as will equip him

(1) Nor are we here concerned with the increasingly numerous enterprises in the field of pre-school education.

to criticize and to transform that environment.

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

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

The attainment of such aesthetic power appears to us to involve (1) the power of appreciating literature; and (2) the power of appreciating music and the pictorial and plastic arts. In each case the power should be so developed as to reach beyond the enjoyment of the values of specific art products into the enjoyment of similar values in the realms of sight and human society. In neither case is creative production a primary object in the stage of general education.

The attainment of such moral power appears to us to involve (1) rational apprehension of the principles of ethics; (2) effective consciousness of the obligations which the individual owes to society; and (3) the acquisition of those habits under the control of which men live together advantageously in social groups and which are commonly classified as good breeding.

The maintenance and attainment of good health involve the acquisition of habits conducive to such maintenance.

III

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

It should, however, be stated at the outset that the individual student and his qualifications and needs, are the matters of primary concern, and that an intelligent administration, although it should regard the curriculum described below as appropriate to the majority of students, should be free to make such adaptations to special cases as peculiar circumstances may demand.

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

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

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

The attainment of such moral power appears to us to involve (1) rational apprehension of the principles of ethics; (2) effective consciousness of the obligations which the individual owes to society; and (3) the acquisition of those habits under the control of which man lives together and virtuously in social groups and which are commonly classified as good breeding.

The maintenance and attainment of good habits involve the cultivation of habits conducive to such maintenance.

III

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

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

essentials of trigonometry.

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

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

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

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

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

Ability to use the simpler fundamental concepts of general biology involves an understanding of the generalizations of biology that are significant to human society.

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

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

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

Ability to use the simpler fundamental concepts of sociology involves (1) an understanding of the truth that men are never, in the strict sense, individuals, but are always moulded by the multiplicity of group relationships in which each is involved; and (2) an acquaintance with the operation of the group factor in typical social situations.

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

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

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

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The power of appreciating the other fine arts involves acquaintance with the typical forms and some of the notable achievements of music and of the pictorial and plastic arts.

Rational apprehension of the principles of ethics involves an understanding of the chief moral principles of the past, and an insight into the present bases of social obligation.

Effective consciousness of the obligations which the individual owes to society, and the acquisition of habits of good breeding, are to be attained less through specific instruction than through guidance of the life of the students as a community.

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

In addition to the work outlined above, the student should engage to a limited degree in the more intensive study of some one field of particular interest.

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

A careful estimate of the time necessary for a student of average ability to complete such a course of general education indicates a period of between seven and eight years as normal,--that is, in a thoroughly typical

case, from the time the student is twelve to the time he is eighteen or nineteen.

Such a general education as that just outlined we conceive to be eminently desirable for, and indispensable to the proper training of, all American youths, no matter what their later career is to be--whether in business, in the household, in creative art, in teaching, in research, in law, in medicine, in the ministry, in public service of any sort.

We recognize that financial necessity will compel many to engage in vocational training before the completion of such a course, and that in consequence public school systems must maintain special curricula in which certain elements of general education are sacrificed to vocational needs; but we nevertheless affirm the inherent desirableness for all American youths of such a course as that here presented.

It is not our thought that the completion of such a curriculum as that outlined above should complete the education of the individual. It should suffice to enfranchise and empower him for further development, at his own will; and if it functions aright, it should give him motive forces, intellectual, aesthetic, and moral, which will make education for him a lifelong experience.

IV

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

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

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

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

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

Certain students will desire to reenforce the process of general education by engaging in further study in a number of fields instead of, or before, concentrating in one field. Such students should be welcomed in the special schools, provided they enter with a true seriousness of purpose.

V

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

Three stages of education therefore, three types of school. For the first stage, the elementary school. For the second stage--now covered by the junior high school, the high school, and the junior colleges or the first two years of the four year college there should be logically and practically a single school, which we may term, to avoid confusion with existing names, the collegiate school. For the third stage, now covered by the last two years of college and by various professional and special schools

which now start at various levels, there should be, as at present, many specialized schools--starting, however, at the same level.

VI

Our chief concern is with the collegiate school.

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

We propose, then, a collegiate school, concerned solely and completely with the purpose of general education, whose students, entering usually at the age of twelve, will in general remain in the school for seven or eight years.

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

The success or failure of the school as an educational institution will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. The quality of the educational product will be commensurate with the quality of the instructors. The primary duty of the administrative officers of the school is the selection of a staff of high teaching ability and personality, and the maintenance of this high quality through elimination of the unfit and through constant alertness in discovering teachers of promise. The teachers who are engaged for service

in such a school should regard their teaching as their primary function in society. This does not exclude literary or artistic creation or productive scholarship. Such interests are, indeed, generally to be desired. But such interests should in every case be held as secondary to the main interest.

As the foregoing pages have recognized, the student in the collegiate school is to be treated in all respects as an individual, not as a member of a class. The methods of teaching should consider the interest of the individual rather than of the large group. Formal classroom instruction, recitations, lectures, should not be the exclusive methods of teaching. The formation of small groups for conference and discussion, the supervision of study in non-laboratory as well as in laboratory subjects, helpful individual guidance in the acquisition of proper habits and methods of study, are only some of the devices which will be most easily and effectively employed in an institution of this character. All possible encouragement should be given to those students who offer the highest promise of contributing to the welfare of society. Such encouragement may take various forms, both official and unofficial.

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

directly support the non-departmental aspects of the common enterprise. And experience gained in such work as adviser is quite certain to enrich the current and later work of the teacher as teacher.

Government of the student body in matters other than those which concern the course of study should in general be preferably by a joint faculty-student body or bodies. Not by faculty alone--for the student point of view is constantly needed for wise and just decision; and action taken by faculty alone, no matter how reasonable and sympathetic in purpose, is likely to be taken seriously amiss by students if they have not participated in the making of the decision. Not by students alone--for they lack the necessary maturity and experience. So also, studies of such special problems in student welfare as are certain to arise from time to time may well be undertaken by joint faculty-student committees. Such co-operation between faculty and students in matters of real importance is an eminently desirable thing in itself, both as a channel for the education of selected students, and as a means of minimizing the barrier between youth and maturity. In such relations, naturally the older students would have more part than the younger students. And they should be selected in such a way that the selection should be a recognition of the possession and worthy use of qualities of leadership.

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

Social relations of a simple nature, carefully planned and supervised, should be provided so far as possible for all students. Social values inhere in the activities and the athletic sports next to be discussed, and are most directly to be obtained by the residential means set forth below; but occasional social gatherings of various sorts, and of variously selected groups, should be made to form a part of school life for students not otherwise specially provided for.

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

Physical culture and recreational activities should be planned and directed as an essential part of the program of general education, without destroying the spontaneity of individual effort in playful exercise and organized games. The primary purpose should be the stimulation of all individuals, rather than a selected few, to develop and maintain their physical well-being. Intramural sports and intramural competitive contests should be encouraged. Given such intramural sports and contests, inter-school contests, limited in number, and carried on by those who have emerged as

successful competitors in intramural contests, would seem under proper supervision to be potentially of educational advantage, both to participants and to spectators.

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

The foregoing paragraphs have alluded more than once to the educative values inherent in the common life of the students. Indeed, the purposes of general education cannot be fully realized unless the students are made sensitive to all the implications of community life--and unless it is fully recognized that they are already actually engaged in the experience of living. The values here in view can best be developed if the students have some measure of experience in common residence.

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

In such a residential community it is desirable that relatively small units should be the basis of the organization, though these small units may profitably be so arranged as to admit inclusion in larger units for

special purposes. Social and economic considerations both suggest seventy-five as the most desirable small unit of division.

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

Each of the residential halls should contain a library, so furnished as to attract the members of the group to it not only for systematic reading in connection with courses, but also for desultory reading. So far as books are concerned, this library should contain (a) the books in general demand for collateral reading in courses, and (b) carefully selected examples of literature of permanent value or of temporary interest, including contemporary productions representing current thought or distinguished by the best literary qualities. The second class of books should be so managed as to be a circulating library, changing at frequent intervals, and moved from one residential hall to another.

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

The whole effect of life in these residential halls should be distinctly democratic rather than aristocratic. Luxury is not contemplated, and would indeed defeat the purpose of the halls. Residence should be financially possible for any student who would under present conditions find it possible to live in a college residence hall.

We have recommended that students should in general be urged to live in the residence halls; but we recognize that in many cases such residence would be impossible or undesirable. Such students, though missing a phase of education which we regard as exceedingly valuable, should continue attendance as day students, and should be woven into the social life of the school so far as may be possible in view of their non-residence.

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

VII

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

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

The success or failure of such schools, as in the case of collegiate school, will depend primarily upon the teaching ability and the personality of the men and women employed as teachers. In special schools of arts, literature, and science, however, and to some extent in other special schools,

research becomes a function of at least equal importance with teaching; and the importance should be recognized by the lessening of the teaching burden, and the provision of time for research in a measure much more generous than that which now prevails in this country, and approximating that which prevails in Europe.

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

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

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

VIII

The plan of education presented in the foregoing pages leaves out the four-year college which has characterized American education

hitherto; and the elimination of the four-year college (save as an exceptional institution existing for special purposes, as indicated below in Section IX) is indeed an essential corollary of the plan.

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

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

The four-year college historically is simply the result of the poor quality of American secondary education in an earlier period of our history. Four years of work subsequent to graduation from a high school were formerly necessary for the completion of a general or "liberal" education. That is no longer the case. During the last two generations secondary education has steadily improved. During the same period, therefore, something like the completion of general education has been possible at a time prior by an increasing number of months to the completion of a four-year college course. During the same period, therefore, there have been introduced in the last two years of our colleges, to a steadily greater extent, courses of a specialized nature which are in fact appropriate rather to special education and a special school than to general education and a college. The four-year college, therefore, has outworn its charter, and is now in general an anomalous institution.

That work now offered in Junior and Senior (third and fourth) years is in fact very closely akin to work done in graduate courses has been strikingly illustrated by a statistical study recently made at the University of Chicago, the results of which could probably be duplicated in any other large university. This study shows that of about 100,000 course registrations by graduate students in the last fourteen years in the Graduate Schools and Colleges of Arts, Literature, and Science at the University of Chicago about 40,000 have been in courses classed as Junior-Senior Courses. For further details see the Tentative Report of the Commission on the Future Policy of the University Libraries, pp. 61-2.

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

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

Finally, it may be noted that the separation of Freshman and Sophomore from Junior and Senior would greatly simplify some of the most difficult of the problems concerning college men. Under present conditions men of Junior and Senior College age, powers, and influence live in constant association with men--or rather boys--of Freshman-Sophomore age, in a social atmosphere which is essentially Freshman-Sophomore rather than Junior-Senior in character. Entrance into the Junior year is not marked by any such change in environment or in occupation as would suggest a change in attitude toward life. Consequently Juniors and Seniors are inclined to spend

their mental and physical energies on interests and indulgences which are essentially juvenile, and thus to develop a false sense of values--a sense which is likely to abide with them permanently. Furthermore, since these same Juniors and Seniors are in constant association with, and are very influential upon, Freshmen and Sophomores they tend authoritatively to impart this same false sense of values to their juniors. Illustrations are to be found in the excess of attention given to intercollegiate athletics and in the belief in the smartness of vice.

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

IX

The plan of education thus outlined provides only for institutional types which may be called normal. We recognize the desirability of the continuance and development under special conditions and for special purposes of two institutional types which may be called more or less exceptional--the junior high school in city school systems in which the number of children to be schooled is large and in which many different school units are necessary, the junior college in connection with a university, and the four-year college not in connection with a university.⁽¹⁾

(1) With such other educational enterprises as the increasingly numerous agencies designed especially to make good for certain wage-earning groups the deficiencies of their school experience, we are not here concerned--save to express the belief that in so far as such enterprises parallel in scope the schools of youth, they may well seek in their own way to provide the equivalent of the curricular program of the collegiate school as suggested above.

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

Of the four-year colleges not connected with the universities, the weaker ones sooner or later will die or transform themselves into collegiate schools. For the stronger ones there will be a place and an important function for many decades to come, and perhaps permanently. For they will serve primarily those men and women who are able to devote to general education a period longer than that normally allotted thereto, and to reinforce in several directions the intellectual, aesthetic, and moral achievements which go to the making of a liberal man or woman. Their organization should resemble that of the collegiate school rather than that of the specialized school; they should study to avoid the defects now all too generally

patent in the four-year college (particularly those suggested at the end of Section VIII); and they will find their highest probability of success and service by remaining frankly collegiate, and--while admitting a greater degree of concentration than that of the collegiate school--by avoiding the specialized characteristics of schools devoted primarily to research or to professional training.

present in the four-year college (particularly those suggested at the end of Section VIII); and they will find their highest probability of success and service by remaining frankly collegiate, and--while admitting a greater degree of concentration than that of the collegiate school--by avoiding the specialized character of schools devoted primarily to research or to professional training.

MOTIONS PROPOSED

1. That this faculty approve in general the plan of education set forth in the document called "A Theory of Education."
2. That Dean of the Colleges be requested to submit to this faculty a statement showing how this plan could be carried into effect at the University of Chicago.
3. That the Dean of the Colleges be requested to submit to this faculty a statement showing to what extent the plan could be carried out within the Colleges under the present organization.
4. That a copy of this document be transmitted to the Senate with a record of the foregoing resolution and the request that the document be considered by the Senate after it shall have been considered by a majority of the faculties of the University.
5. That copies of this document be transmitted to the several faculties of the University, with the request that each faculty give it early consideration and report its approval, or such other action as it may take, to the University Senate.

ERRATA

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17	5	persents	presents
18	17	section	sectioned
19	20	met	meet
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34	V.3	education	education:
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