

CHICAGO

May 23, 1901.



My dear President Harper:-

Curriculum

With reference to the enclosed request of Mr. Wiles, relating to Prof. Starr's work in Anthropology, I would state what I understand to be the situation. There are two or three other courses beside that of Prof. Starr that might very properly be counted as science courses, in so far as the general character of the courses is concerned. These are Prof. Angell's courses in laboratory psychology and Miss Talbot's courses in Sanitary Science. Miss Talbot's courses, as well as Prof. Starr's courses in physical anthropology, were at one time counted as science courses. I understand that the change was made at the instance of the Ogden Faculty. I suppose that the Ogden Faculty may have had some special reasons for this distinction. In any case, I do not think that it would be possible to have a reconsideration of the whole question and a rule passed, in time to be of any use so far as Mr. Wiles is concerned. If the three departments above named, or any one of them, should wish to have the case reconsidered, I think it would be perfectly legitimate to ask for it, but I do not believe that it will be of any use, so far as Mr. Wiles is concerned. Mr. Wiles is a man who is taking a scientific course, and it will be perfectly possible for him to take a laboratory course in one of the regular departments during the summer, so that it does not seem to be an absolutely necessary thing to have an exception made in his case.

Yours very truly,

James H. Tufts
Dean of the Senior Colleges. B

CHICAGO

May 22, 1901

William R. Hall
President of the

My dear President Harper:-

With reference to the enclosed request of Mr. Willes, relating to Prof. Starr's work in Anthropology, I would state what I understand to be the situation. There are two or three other courses besides that of Prof. Starr that might very properly be counted as science courses, in so far as the general character of the courses is concerned. These are Prof. Angell's courses in Laboratory psychology and Miss Talbot's courses in Sensory Science. Miss Talbot's courses, as well as Prof. Starr's courses in physical anthropology, were at one time counted as science courses. I understand that the change was made at the instance of the Ogden Faculty. I suppose that the Ogden Faculty may have had some special reasons for this distinction. In any case, I do not think that it would be possible to have a reconsideration of the whole question and a rule passed, in time to be of any use so far as Mr. Willes is concerned. If the three departments above named, or any one of them, should wish to have the case reconsidered, I think it would be perfectly legitimate to ask for it, but I do not believe that it will be of any use, so far as Mr. Willes is concerned. Mr. Willes is a man who is taking scientific courses, and it will be perfectly possible for him to take a laboratory course in one of the regular departments during the summer, so that it does not seem to be an absolutely necessary thing to have an exception made in his case.

Yours very truly,

Chicago, Ills. May 18, '00

Dr. H. H. H. H. H.
Mr. Harper,

President of the University of Chicago

Harper
ms
Dear Sir:-



In accordance with our interview of a few days ago I am writing you in regard to the giving of science credit for laboratory work in the department of Anthropology. I need one more major in Mathematics or Science and unless some such arrangement as the one I desire is made I shall be unable to take the work I want in that department. I am bringing this matter up, first, because I wish to get this credit in this department, and second, because I believe it is the wish of Dr. Starr that such credit be generally given for this laboratory work. Personally it would satisfy me as well to be given permission to substitute one major of Dr. Starrs work for one major of science as to have a general rule made; but I believe that it is the wish of Dr. Starr that a general rule be made. I am bringing this matter directly to you because as it is one that requires either a change or a suspension of the present rules, I believe the dean is powerless to act.

I understand that science credit was at one time given for this work and owing to the purely scientific character of the laboratory work in this department it seems only reasonable that it should again be. I need not go into any detailed account of the work. Its character is well known, and from a scientific standpoint

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Chicago, Ill. May 18, '00

President of the University of Chicago

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*Will
F. Harper*

compares well with any work offered in the University, and
from this point of view it far exceeds many of the elementary
lecture courses about whose department there has never been the
slightest question. There is little need of saying more on this
point. Suffice it to say that I am convinced that this work is
as much entitled to science credit as any work I have ever had.
I do not want you to think that I am asking for this credit for
general work in this department. As a matter of fact I believe
strongly that such credit should be strictly confined to the
laboratory work which Dr. Starr calls research.

In view of the facts it appears to me that there is no very
good reason why such a general rule as the one I desire should
not be passed, but if for some reason which I have overlooked
this is impossible or undesirable, will it be possible for me to
be allowed to substitute this work for one major of science?

Hoping that my request will receive favorable consideration,
I am

Yours very truly

Russell Wiler.

#5737 Washington Avenue.

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from this point of view it far exceeds many of the elementary
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strongly that such credit should be strictly confined to the

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In view of the facts it appears to me that there is no very
good reason why such a general rule as the one I desire should
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this is impossible or undesirable, will it be possible for me to
be allowed to substitute this work for one major of science?
Hoping that my request will receive favorable consideration,

I am

Yours very truly

#5787 Washington Avenue.

May, 28, 1901.

Mr. Russell Wiles,

5737 Washington Avenue, Chicago.

My dear Mr. Wiles:

Your request of May eighteenth has been received and considered. By the action of the faculty it was decided to treat this particular course of Professor Starr's together with certain other courses as ~~whipping~~ within the list of laboratory science courses. It is not possible at this time of the year to have the matter taken up again in the faculty. I am hoping that the three departments concerned will reconsider it. In the ~~meanwhile~~ ^{while} it is perfectly possible for you to take a laboratory course in one of the scientific departments during the summer so that it does not seem necessary to make the exception in your case.

Very truly yours,

May, 28, 1901.

Mr. Russell Willes,

5737 Washington Avenue, Chicago.

My dear Mr. Willes:

Your request of May eighteenth has been received and considered. By the action of the faculty it was decided to treat this particular course of Professor Starr's together with certain other courses as ~~unfamiliar~~ within the list of laboratory science courses. It is not possible at this time of the year to have the matter taken up again in the faculty. I am hoping that the three departments concerned will reconsider it. In the meantime it is perfectly possible for you to take a laboratory course in one of the scientific departments during the summer so that it does not seem necessary to make the exception in your case.

Very truly yours,

CHICAGO May 6, 1902.

President Harper,

My Dear Dr. Harper:-

I return to you the correspondence with Mr.

Salisbury.

It seems to me that he hardly recognizes the difficulty of publishing announcements which should apply to such cases as those he cites, and which would not utterly demoralize any system which attempts to prescribe certain definite things for the average student

A blanket clause, to the effect that if there are individual cases which, on account of maturity or unusual genius, will not fit into our plan, we should be glad to consider them, would involve no end of difficulty.

Our regular plans and our announcements must be adjusted to the needs of a certain average of age, ability, and preparation. Exceptional cases must be treated as exceptional cases, but we ought not advertise that we make a practice of doing this. These men, for example, wrote to Mr. Salisbury, and it is perfectly legitimate to intimate that if they would present all the facts involved, we should be glad to concede all we can.

I see no other policy which it would be safe for us to follow. We may from time to time lose a chance of giving a degree to an able student, but to advertise flexibility would be to invite a more serious evil than this.

Yours sincerely,

George E. Vincent,
Dean.

30. 23.
12. 12
42 35

The whole difficulty would be
caused by dropping the requirement
in letters of 20 for as L.B. should
be concerned R.D.

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Yours sincerely,

Dean.

Nov. 26, 1902.

Principal J.H. Pillsbury,

My Dear Mr. Pillsbury:-

Your letter of Nov. 21st was referred to this office for reply.

Curriculum

We have four curricula in our undergraduate work. All require four years of Latin on admission, and if that amount of Latin is not offered it must be made up before graduation. The A.B. course requires Greek as well as Latin. The Ph.B. course in Literature requires a year of Latin after admission. The B.S. course requires no Latin in college if the four years of Latin are offered on admission. The Ph.B. course in Commerce and Administration requires no Latin provided the full amount has been offered on admission.

Of those who entered the undergraduate department on the 1st of October, 1902, 59% entered the A.B. and Ph.B. course in Literature. 13% entered the strictly classical course in which Greek is required.

The average age of the Freshman Class on entrance was eighteen years and eight months.

The youngest freshman was fifteen and the oldest, thirty.

80% of those who entered were above eighteen years of age.

279 students entered the Junior Colleges, that is the Freshman Class, on October 1st. This does not include certain students who entered with advanced standing. The total number of those who entered with ~~the~~ simply the admission requirements fulfilled, together with those who offered additional advanced standing, was 335.

Trusting that this information will meet your needs, I am

Very sincerely yours,

V.

Dean.

Nov. 26, 1902.

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Your letter of Nov. 21st was referred

to this office for reply.

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Of those who entered the undergraduate department on the 1st of October, 1902, 50% entered the A.B. and Ph.D. course in literature. 13% entered the strictly classical course in which Greek is required. The average age of the Freshman Class on entrance was eighteen

years and eight months.

The youngest Freshman was fifteen and the oldest, thirty. 80% of those who entered were above eighteen years of age. 279 students entered the Junior College, that is the Freshman Class, on October 1st. This does not include certain students who entered with advanced standing. The total number of those who entered with the simply the admission requirements fulfilled, together with those who offered additional advanced standing, was 355.

Trusting that this information will meet your needs, I am

Very sincerely yours,

Denn.

V.

The University of Chicago

Founded by John D. Rockefeller

Office of the President

My dear Miss Milnes: -

Chicago July 23rd, 1904.

Will you please get this from Mr. Vincent and send up with mail? - H.P. It is anxious to have immediately - W.R.C.

My dear Mr. Vincent:-

I would like to have a copy of the last report of the Junior College Curriculum Committee in which they present the and difficulties of the separate college scheme.

Yours very truly,

W. R. Harper

Dear Mr. Parker:- I wonder if you can find a report of the Junior College Curriculum Committee presented during the winter on the subject of the relations between the Junior College Faculty and the Department of Philosophy. If you can the President would like to see it. H.P. Chandler

The University of Chicago

Presented by John E. Washburn

Office of the President

Chicago July 23rd, 1904.

My dear Mr. Vincent:-

I would like to have a copy of the last

report of the Junior College Curriculum Committee in which they present

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Yours very truly,

W. R. Harper

Dear Mr. Vincent:- I wonder if you can find a
report of the Junior College Curriculum Committee
presented during the winter on the subject of the
relations between the Junior College Faculty and
the Department of Philosophy. If you can
I should be very glad to see it. I should be
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The Curriculum Committee of the Board of the Senior Colleges has considered the question submitted to it by the Board as to whether the required courses in Psychology and Ethics should be considered as Senior or as Junior College courses, and reports as follows:-

1. As to present status. The Committee are unanimously of the opinion that since the reconstruction of the curricula in 1896, the courses in question were under the jurisdiction of the Senior College Faculty, until the recent merging of this Faculty with the Graduate Faculty, and that they are therefore now under the jurisdiction of the United Faculties of Arts, Literature and Science, or other co-ordinate bodies such as the Faculty of the College of Commerce and Administration.

2. The Committee are also unanimously of the opinion that with reference both to the nature of the courses and to the control by each Faculty (viz., the Faculty of the Junior Colleges and the United or other co-ordinate Faculties), of one half the undergraduate course, it is desirable that these courses should be regarded as Senior College courses.

J. H. Tufts

E. Freund

Committee

F. Shepardson

J. Stieglitz

The Curriculum Committee of the Board of the Senior College

has considered the question submitted to it by the Board as to

whether the required courses in Psychology and Education should be con-

sidered as part of the Junior College courses and reports as

follows:

1. As to present status. The Committee are unanimously

of the opinion that since the reorganization of the curriculum in

1925, the courses in question were under the jurisdiction of the

Senior College Faculty, until the recent merging of this Faculty with

the Graduate Faculty, and that they are therefore now under the

jurisdiction of the United Faculties of Arts, Literature and

Science, or other co-ordinate bodies such as the Faculty of the

College of Commerce and Administration.

2. The Committee are also unanimously of the opinion

that with reference both to the nature of the courses and to the

control by each Faculty (viz., the Faculty of the Junior College and

the United or other co-ordinate Faculties), of one half the under-

graduate courses, it is desirable that these courses should be re-

graded as Senior College courses.

J. E. Feltz

E. F. Feltz

Committee

E. F. Feltz

J. E. Feltz

cation that these are Junior
Courses and subject to regre-
gation. I fear Mr. Judson who
is keen on this point may
possibly be drawn into this
phase of the question. There
was just a suggestion of
it yesterday.

I cannot help remembering
your plans for next week.

I need not assure you of
my solicitous interest. I am
sure all will go well.

With best wishes I am

Yours faithfully,
President Harper
George Vincent.

2 February 1905.
BOSTON, NEW YORK AND CHICAGO SPECIAL
EN ROUTE BETWEEN
BOSTON, NEW YORK AND CHICAGO
VIA
NEW YORK CENTRAL, BOSTON & ALBANY
LAKE SHORE & MICHIGAN SOUTHERN RYS. ✓

My dear Doctor Harper,

Chandler gave you ^{my} mes-
sage. I don't think the
minority scored any points
yesterday. They have yielded
several essential points:

1. Latin in S. B.
2. 3 yrs of Latin in Ph. B.
3. Admitted need of more
flexibility - but secured it
on paper only.
4. Will credit 1 year of Latin
or Greek on admission. This

is the price they paid for
Davenport. Query: did they get
stuck?

Steiglitz, Smith and I concurred
last night. They meet with
Herrick at noon to-day to
draft the report in the new
form. Proof will be submitted
to the majority to-morrow
at four and the final
form will be printed Saturday
morning.

If enough turn out a good
deal of progress should be
made. The differences will

gradually simmer down to
Latin in the Ph B. in Lit.
We may not be able to car-
ry that but possibly we
can split the Ph B in Lit.
into two degrees: (1) Ph in Mod.
Subjects (Hist., Economics etc) without
Latin, and (2) Ph B in Languages
& Lit. with Latin. This would
really accomplish our chief pur-
pose.

I hope one snag may be
avoided - the 2 philosophy
courses. Angell and Jaffts are
in sympathy with our report
but they will fight any imple-

Curriculum

The University of Chicago

5737 Lexington Avenue

March 22, 1905

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My dear Dr. Harper:-

I cannot refrain from sending you a line to let you know how much I nejoyed the visit to New Orleans. The exercises were interesting, the people were friendly and I hope the interests of the University were furthered by my visit. Once more let me thank you for the delightful trip. ☒

I will not obtrude business further than to say that I think Mr. Judson now feels differently about the new curriculum. I think I can establish these propositions successfully:

- 1 - That the curriculum is based upon principles
- 2 - That it is as simple as the situation permits
- 3 - That it will reflect credit upon the University.

I shall have a statement prepared for you on your return.

With best wishes, I am

Very sincerely yours,

President William R. Harper

Lakewood, New Jersey

George E. Vincent

The University of Chicago

8737 Lexington Avenue

March 22, 1906

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With best wishes, I am

Very sincerely yours,

President William R. Harper

Lakewood, New Jersey

George L. Blumenthal

January 24th, 1907.

Professor H. P. Judson

The University of Chicago.

My dear Colleague:

I am sending this report to the Head of each of the Arts and Literature departments.

The replies which reached me in re the memorial presented by the Fellows Club on the subject of increasing the distinction between graduate and undergraduate courses may be summarized as follows:-

I. It does not seem to be generally admitted that the evidence wholly sustains the specific allegations of the Fellows. At the same time nearly every department indicates a belief that the general situation justifies the dissatisfaction which the memorial expresses.

II. Like most of our University problems, the question raised in this instance evidently affects at last the whole range of our policy, i. e. Junior College and Senior College as well as Graduate School interests.

III. The points suggested, but in no case fully discussed, in the brief comments on the memorial by the departments may be reduced to a series of questions. It is requested that each head of department contribute to the study of the problem by answering for his own department as fully as convenient each of these questions: viz.

1 Are we devoting an undue proportion of our means to the support of introductory courses? Are we repeating

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I. Are we devoting an undue proportion of our means
toward each of these questions: viz.

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each of the Arts and Literature departments.

I am sending this report to the Head of
My dear Colleagues:

The University of Chicago.
Professor H. P. Judson

January 24th, 1907.

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to the support of introductory courses? Are we repeating or duplicating **required** courses oftener than necessary?

2 In case 1 is answered in the affirmative by a department, what feasible policy of restricting the number of such courses is suggested?

3 Could courses now open to undergraduates, and not on a distinctly research level, in any case, with advantage to the graduate work of the department, be discontinued and the time of the instructor be devoted to advance work not now offered?

4 Could your department, with advantage to the graduate student, make larger use of advanced courses offered in cognate departments?

5 Could our system with advantage be made more flexible in the ways suggested by the Fellows' Memorial: i.e. by less insistence upon class room attendance in the case of graduates; by accepting work done on special topics (not out of residence) as an equivalent for a certain amount of attendance upon classes; by introducing two or three hour per week courses, &c?

6 Please enumerate by number, as used in your departmental announcements, and as nearly as possible in the order of sequence in which students should be advised to take them, the courses in your department which you accept for the Master's or Doctor's degree.

The paramount question whether our research work is atrophied by inadequate equipment, either of men or of

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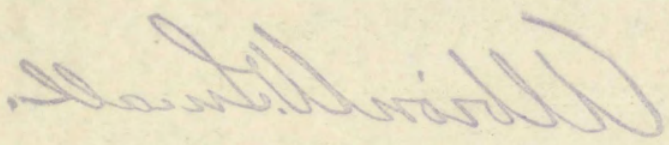
research facilities, has hardly been approached in the comments received. It has doubtless been discussed to some extent between the President and the Heads of Departments in considering the budget. I am hoping to use the answers which may be given to these more specific questions in a way to promote the interests of all the departments in the Graduate Schools.

Sincerely,

Albion W. Small.

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which may be given to these more specific questions in a
way to promote the interests of all the departments in the
Graduate Schools.

Sincerely,

A handwritten signature in blue ink, which appears to be "Woodrow Wilson", written in a cursive style.

well as in your department
on this I think. In my announcements for next year I
should like

January 31st, 1907.

My dear Mr. Small:-

In answer to your circular
letter of the 24th inst. I beg to say

1) I do not believe that in my department an
undue proportion of means is devoted to introductory
courses;

2) therefore needs no answer.

3) Not at present. If my department in the
future can be developed as I should like, some changes in
that direction might be made.

4) Yes. For instance, I suggest that we confer
again on the matter which at one time was before us,
namely, the subject of political philosophy. This
was once treated in the Department of Philosophy as
a department and in mine. We could agree

to have offered work of the cognate departments
and call attention to some which I should be glad to
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5) It seems to me that without offering specific
courses some instructors could take on themselves
special work on behalf of graduates which might be

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shortly
equivalent to class room courses. I have often found that
in my own department and in any case have regarded it as
a part of the regular work which I offered. I should
regard the introduction of two or three hour per week
courses as objectionable. You know of course what that
would mean in a very short time. The work in my
department is so largely of graduate character that I
should not regard it as necessary to enumerate those
courses any other way.

The point discussed in the annual report seems to
me to have bearing on this whole subject. The growth
of undergraduate numbers necessarily draws away the time
and attention of instructors from advanced work.

Very truly yours,

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Very truly yours,

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT Curriculum Comm. FILE No. _____

DATE 3-8-23 REMARKS article by Abraham Flexner

SEE ALSO Addresses & Articles FILE No. _____

DATE _____ SIGNED _____

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT

FILE NO.

REMARKS

DATE

SEE ALSO

FILE NO.

DATE

SIGNED

YAWMAN AND FIRE MFG. CO.
ROCHESTER, N. Y.

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UNIVERSITY OF LONDON.

It is requested that replies to this letter be addressed to the UNDERSIGNED, and that the following number be quoted:— 2570

PRINCIPAL:
SIR HENRY A. MIERS, M.A., D.Sc., F.R.S.

TELEGRAMS—UNIVERSITY, LONDON.
TELEPHONE—1486 WESTERN.

SOUTH KENSINGTON,
S.W.

8 November, 1912.

Curricula

Dear Sir,

I have been instructed by the University Extension Board of this University to ascertain whether there is at the principal Universities of America any system under which the Universities are in a position to influence the framing of the curricula of schools, and, more particularly, whether there is any special scheme for the guidance of schools which provide special courses for pupils intended for a commercial career. Are there any examinations specially designed for such pupils, to be taken at or before the time of leaving school? And, if so, what are the requirements of the University of Chicago in such cases, and what method is adopted to secure the co-operation of experts in commercial matters in the arrangement of the syllabuses and schemes of instruction and examination?

My Board would be very much indebted to you for any information relating to this matter which you are in a position to give them.

Yours faithfully,

2.1.13

John Lea

Registrar of the
University Extension Board.

Henry P. Judson, esq.,
President,
University of Chicago,
Illinois. U.S.A.



In re #2570

Chicago, November 18, 1912

Dear Sir:-

Your favor of the 8th inst. is at hand. The universities of the United States have no direct and authoritative relationship to the secondary schools in such way as to control the framing of the curricula of the latter. There is more or less indirect influence which no doubt affects to some extent the framing of these curricula. I am asking the Dean of our College of Commerce and Administration to answer in detail with reference to the provision for commercial education. So far as "examinations specially designed for such pupils to be taken at or before the time of leaving school" are concerned, of course you are aware that the American system does not contemplate examinations of that character in secondary schools or colleges.

Very truly yours,

H.P.J. - L.

Mr. John Lea,
University of London,
South Kensington, S.W., England.

Mr. John Lee,
University of London,
South Kensington, S.W., England.

H.P.1. - L.

Very truly yours,

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relationship to the secondary schools in such way as to control
action of the United States have no direct and authoritative
Your favor of the 8th inst. is at hand. The univer-

Dear Sir:-

In to #2270

Chicago, November 18, 1912

✓ 1. "The Committee approves the principle of recognizing high quality of college work as justifying some reduction in the period of time required for graduation.

2. The Committee further approves the principle of recognizing high quality of high school work and high school credits in excess of 15 units if done at high grade, as justifying credit either for college entrance or for advanced standing, provided

3. That the student maintain a high record in his college work (e.g., this record may involve a certain period of time, for instance one or two years at an average grade to be determined, possibly B, or it might involve simply the passing at a high grade of courses in continuation of those upon which claim for advanced standing was based. These details would require subsequent adjustment.) "

February 21, 1914.

1. "The Committee approves the principle of recognizing high quality of college work as justifying some reduction in the period of time required for graduation.

2. The Committee further approves the principle of recognizing high quality of high school work and high school credits in excess

3. That the student maintain a high record in his college work (e.g., this record may involve a certain period of time, for instance one or two years at an average grade to be determined, possibly B, or it might involve simply the passing at a high grade of courses in continuation of those upon which claim for advanced standing was based. These details would require subsequent adjustment.) "

512 Melrose Street.

Chicago, Ill. Sept. 5, 1915.

Doctor Harry Pratt Judson,
President, University of Chicago,
Chicago, Illinois.

Dear President Judson:-

Will you please tell me why it is that in spite of the fact that college requirements are trying to reflect the Time-spirit in Education, and that while the College of Education of your University has strenuously emphasized the need of meeting the demands of the present century as far as our educational work is concerned, our alma mater still clings with such great pertinacity to medieval culture as to address a graduating class in Latin, a tongue in which, I dare say, not one half of the graduates had had any training? How does the University justify its act of handing me a diploma that I cannot read? And why is it, that without the consent of those who paid for a diploma from the University, it dares to go to the extent of even mutilating the names of persons to whom the document belonged?

After years of struggle and hard work after school hours to gain a degree, I must say that the final document from your institution was a sore disappointment.

Yours very truly,

Mary K. Plumb.

512 Melrose Street.
Chicago, Ill. Sept. 5, 1915.

Doctor Harry Pratt Judson,
President, University of Chicago,
Chicago, Illinois.

Dear President Judson:-

Will you please tell me why it is that in spite of the fact that college requirements are trying to reflect the time-spirit in Education, and that while the College of Education of your University has strenuously emphasized the need of meeting the demands of the present century as far as our educational work is concerned, our alma mater still clings with such great pertinacity to medieval culture as to address a graduating class in Latin, a tongue in which, I dare say, not one half of the graduates had had any training? How does the University justify its act of handing me a diploma that I cannot read? And why is it, that without the consent of those who paid for a diploma from the University, it dares to go to the extent of even mutilating the names of persons to whom the document belonged?

After years of struggle and hard work after school hours to gain a degree, I must say that the final document from your institution was a sore disappointment.

Yours very truly,

Wm. A. D. D.

Chicago, September 7, 19

Dear Miss Plumb:-

Your favor of the 5th inst. is received. I am sorry that you don't like our long-standing custom of using the Latin language for diplomas and for the Convocation exercises. It is an academic custom which we have seen no occasion to change. I can hardly agree that the latinizing of the names can be considered as a mutilating of them.

Very truly yours,

H.P.J. - L.

Miss Mary K. Plumb,
512 Melrose St., Chicago.

Chicago, September 7, 1891

Dear Miss Fyfe:-

Your favor of the

5th inst. is received. I am sorry

that you don't like our long-standing

custom of using the Latin language

for diplomas and for the conversation

exercises. It is an academic custom

which we have seen no occasion to

change. I can hardly agree that the

Latinizing of the names can be con-

sidered as a mutilating of them.

Very truly yours,

H. P. L. - L.

Miss Mary K. Fyfe,
512 Monroe St., Chicago.

(3)

FROM THE MINUTES OF THE FACULTIES OF ARTS, LITERATURE
AND SCIENCE.

June 8, 1918.

"The following resolution on the reorganization of the curricula and administration of the Junior and Senior Colleges, was read by the University Recorder, and after discussion participated in by the President and Messrs. Shorey, Hale, Lovett, and Linn, was approved:

"Resolved that the President be asked to appoint a committee to consider the following program and if it be found practicable to put it in operation for the academic year 1918-19, or as soon thereafter as possible:

- ✓ 1. The Junior College. - Treat the first college year as in the main a continuation of the secondary course, complete during it all elementary work; designate it a Junior College; eliminate the present Associate's title.
2. Selection of Sequences. - Require all students by the end of this year to select a principal sequence of studies. This sequence must be either (a) distinctly vocational or professional; or (b) one designed to train for citizenship. Students who fail to make a choice of a sequence either (a) or (b) during the first year will be entered for the sequence in citizenship. At least one new sequence will be provided for this latter purpose. New vocational sequences for women will be supplied. The secondary sequence may be selected later.
3. The Senior Colleges. - Organize the final three college years as the Senior Colleges of Arts, Literature and Science.
4. Administration of Present Requirements. - Retain the present requirements for the Bachelor's degree, but disregard such limitations as are connected with the conferring of the Associate's title, administering the distributive group requirements as at present, so that they may be absolved within the first two college years. "

June 8, 1918.

"The following resolution on the reorganization of

the curricula and administration of the Junior and Senior Col-

leges, was read by the University Recorder, and after dis-

cussion participated in by the President and Messrs. Shorrey,

Hale, Lovett, and Finn, was approved:

"Resolved that the President be asked to appoint a

committee to consider the following program and if it be found

practicable to put it in operation for the academic year 1918-19,

or as soon thereafter as possible:

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of the secondary course, complete during it all
elementary work; designate it a Junior College;
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a principal sequence of studies. This sequence must
be either (a) distinctly vocational or professional;
or (b) one designed to train for citizenship. Students
who fail to make a choice of a sequence either (a) or
(b) during the first year will be entered for the
sequence in citizenship. At least one new sequence
will be provided for this latter purpose. New voca-
tional sequences for women will be supplied. The
secondary sequence may be selected later.

3. The Senior Colleges. - Organize the final three
college years as the Senior
Colleges of Arts, Literature and Science.

4. Administration of Present Requirements. - Retain the
present requirements for the
Bachelor's degree, but disregard such limitations
as are connected with the conferring of the As-
sociate's title, administering the distributive
group requirements as at present, so that they may
be absorbed within the first two college years."

December 14, 1918.

"The request of the Senate that the Faculties of the Colleges reconsider the action of June 8, 1918 on the question of reorganization of the Junior and Senior Colleges was referred to the special committee appointed by the President to consider this question with the request that a report be made at a later date."

January 11, 1919.

"The accompanying report of the Committee on reorganization of the Junior and Senior Colleges was presented by Vice-President Angell. The report was accepted and placed on file. The following motion made by Mr. Linn and seconded by Mr. Miller was carried unanimously.

'The Faculty of the Colleges recommends that the action of June 8, 1918, on the subject of the reorganization of the Junior and Senior Colleges be held in abeyance pending investigation of and report upon practical methods and probable results of putting that action in force, and requests the special committee appointed on authorization of Faculties of June 8, 1918, to make such investigation and report!'"

January 10, 1919.

Report to the Faculty of the Colleges of the Committee Appointed June 8, 1918, to Consider the Practicability of Legislation Enacted on That Date in Reorganization of the Junior and Senior Colleges.

"The Committee of the Faculty of the Colleges, provided for by the action of June 8, reports, in response to the action of December 14, that in its judgment the legislation of June 8 is not impracticable of administration, but the Committee would call attention emphatically to the necessity of explicit definition of the term "vocational" in Paragraph 2, Section A, of that legislation, with particular regard to its

December 14, 1918.

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Report to the Faculty of the Colleges of the Committee Appointed June 8, 1918, to Consider the Practicability of Legislation Enacted on That Date in Reorganization of the Junior and Senior Colleges.

"The Committee of the Faculty of the Colleges, provided for by the action of June 8, reports, in response to the action of December 14, that in its judgment the legislation of June 8 is not impracticable of administration, but the Committee would call attention emphatically to the necessity of explicit definition of the term "vocational" in Paragraph 2, Section 4, of that legislation, with particular regard to its

bearing on the existing sequences now offered in departments, or groups of departments, with a general cultural, in distinction from a vocational, purpose. If these sequences are to be approved as meeting the conditions of a principal sequence prescribed in Paragraph 2, only provided they can be given a definitely vocational trend, considerable alterations will be needed, and the Faculty should be asked to interpret this situation by unambiguous instructions.

The Committee, moreover, would report that in its judgment the educational problem involved is very much larger than the legislation of June 8 seems to imply, and would urge that before publicity be given to this legislation further study be devoted to the problem as a whole, and that the public should be furnished with some adequate statement of the grounds upon which the legislation is based.

Respectfully submitted by the Committee,

JAMES R. ANGELL, Chairman
CHARLES H. JUDD
JAMES H. TUFTS
FRANK J. MILLER
HORATIO H. NEWMAN

JAMES P. HALL) Not in
ROBERT M. LOVETT) residence. "

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 groups of departments, with a general cultural, in distinction
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JAMES R. ANGELL, Chairman
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 FRANK J. MILLER
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JAMES R. HALL | Not in
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