

Botany Department

February 6, 1923.

Dean David A. Robertson,
Faculty Exchange.

My dear Dean Robertson:

This is in reply to your letter of February 1,
after consultation with various members of the botanical staff.

In our handling of the principal sequence of
the department, our object is very far from being to familiarize
the students with botanical material. That comes as a matter of
course. What we have in view is the method of handling the
material, so as to develop what may be called the scientific
attitude of mind. In other words, a kind of mental technique.
The material used is not to memorize, but to be made the basis
of thinking.

Our own criteria for recognizing the results are
as follows:

- (1) To think and speak in exact terms rather than in
terms of vague generalizations.
- (2) To distinguish facts from theories, realizing the
difference between a demonstration and an inference, and also
realizing that the chief use of a theory is in directing further
investigation.
- (3) To employ the analytical method of solving complex
problems; first an analysis of the factors, then a testing
of the factors individually, and finally the synthesis.
- (4) To recognize the experimental method as the final
method of testing inferences from observations.

This is a very general statement of what we have
in mind and try to do. Our so-called lectures and recitations are
not what those terms ordinarily imply, but are really exercises in
thinking, based on observation and reading.

Yours sincerely,

(Signed) John M. Coulter.

Anatomy Department.

February 6th, 1923.

Dear Mr. Robertson:

president Judson has repeatedly stated in public

Henry Robertson

February 6, 1925.

Dear David A. Robertson,
Faculty Exchange.

My dear David Robertson:

This is in reply to your letter of February 1.
After consultation with various members of the Anatomical Society.

In our handling of the principal question of
the department, our object is very far from being to facilitate
the student with historical material. That comes as a matter of
course. What we have in view is the method of handling the
material, so as to develop what may be called the scientific
attitude of mind. In other words, a kind of mental discipline.
The material used is not to memorize, but to be made the basis
of thinking.

Our own criteria for recognizing the results are
as follows:

- (1) To think and speak in exact terms rather than in
terms of vague generalizations.
- (2) To distinguish facts from theories, realizing the
difference between a demonstration and an inference, and also
realizing that the chief use of a theory is in directing further
investigation.
- (3) To employ the analytical method of solving complex
problems; first an analysis of the factors, then a testing
of the factors individually, and finally the synthesis.
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method of testing inferences from observations.

This is a very general statement of what we have
in mind and try to do. Our so-called lectures and recitations are
not what some people ordinarily imply, but are really exercises in
thinking, based on observation and reading.

Yours sincerely,

(Signed) John H. Cooper.

Assistant Secretary

February 20, 1925.

Dear Mr. Robertson:

President Gallow has respectfully invited to public

February 15, 1923

My dear Dean Robertson:

The Department of Psychology at a recent meeting formulated the following reply to your letter of February 1. It is the judgment of the Department that a student who majors in Psychology should have at the end of his college career a broadly organized knowledge of human nature, based upon the application of scientific methods, especially those which come through the application of the experimental method in the laboratory to an analysis of human mental processes. This broad scientific view will have to include some knowledge of the nervous system and its action. It will also include acquaintance with scientific methods of investigation and their application in the main fields of psychological inquiry.

The student should have acquired in the course of his study acquaintance with all of the main groups of mental processes including the lower and more elementary forms of mental activity and the higher mental processes. The mastery of this descriptive literature will include acquaintance with the standard terminology.

Through the scientific study of human nature the student should arrive at the general view of the relation of this stage of mental development to evolutionary processes in general, and should have some knowledge of the importance of the relation of conscious development to general social development. A general knowledge such as has been described should be applied to a number of typical fields and such studies of applications should have developed in the student an ability to apply the principles of science to new situations that arise in the course of contact with human beings.

The Department of Psychology points out the fact that in its judgment it will be necessary to develop some definite administrative plan for testing the achievements of students if graduation is to be conditioned upon general achievements of the sort here described. It is not believed that a series of examinations at the end of each of the courses pursued by the student will satisfactorily test the broader general abilities that have been described. Some sort of test involving a personal conference or the preparation of a critical document on some specific topic might be suggested, but the Department came to no final conclusion and therefore offers no specific recommendation. It simply points out the necessity of careful attention to the administrative machinery which it believes will necessarily have to be set up in order to meet the need here described.

Very truly,

(signed) CHARLES H. JUDD.

February 15, 1923

My dear Dean Robertson:

The Department of Psychology at a recent meeting formulated the following reply to your letter of February 1. It is the judgment of the Department that a student who majors in Psychology should have at the end of his college career a broadly organized knowledge of human nature, based upon the application of scientific methods, especially those which come through the application of the experimental method in the laboratory to an analysis of human mental processes. This broad scientific view will have to include some knowledge of the nervous system and its action. It will also include acquaintance with scientific methods of investigation and their application in the main fields of psychological inquiry.

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Very truly,

(signed) CHARLES H. JUDD

February 15, 1923

My dear Dean Robertson:

The Department of Education has attempted to formulate its answer to your letter of February 1 with the fact in view that students who are candidates for the degrees in Arts, Letters and Science are not likely to major in Education, but take professional courses as a minor part of their preparation for the vocation on which they expect to enter and for their degrees.

The student who is preparing to teach should be equipped in the special line in which he intends to give instruction by satisfying the requirements specified by the department in charge of his speciality. Beyond this he should be equipped by training in the Department of Education to undertake successfully the organization and management of a class. He should be trained further to prepare material for presentation to a class and should be trained in the technique of getting this material to his class in effective form. He should have knowledge of the school in which he is to work, sufficient to guarantee an understanding of its character as a social institution and his own place as a professional officer in the general social order. He should have definite knowledge of the characteristics of pupils of the degree of maturity which he will encounter. He should understand the place of the special subject matter which he teaches in the general school economy. This will involve a knowledge of the place of this subject in the scheme of education and a knowledge of the general steps by which the subject has come into the place which it occupies.

The Department of Education believes that it is essential that adequate methods be devised for assuring the faculty that these attainments have been reached as a basis for graduation. At the proper time this Department will be prepared to co-operate with the Committee in devising the type of general test which will reveal the presence of these qualifications in the candidates for degrees.

Very truly,

(signed) CHARLES H. JUDD.

February 15, 1933

My dear Dean Robertson:

The Department of Education has attempted to form- late its answer to your letter of February 1 with the fact in view that students who are candidates for the degree in Arts, Letters and Science are not likely to major in Education, but take professional courses as a minor part of their preparation for the vocation on which they expect to enter and for their degree.

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Very truly,

(Signed) CHARLES H. JUDG

DEPARTMENT OF POLITICAL SCIENCE

56

February 15, 1923

Dean D. A. Robertson
The University of Chicago

Dean Dean Robertson:

In response to the request of the Curriculum Committee the Department of Political Science offers the following specifications in terms of achievements and characteristics which represent our understanding of the outcome of a principal sequence in our department.

In general terms, a principal sequence in political science should lead a student (1) to think on political subjects accurately and honestly, (2) to learn the significance of political facts and their inter-relations, (3) to distinguish between ideals, phrases, and motives for political decisions, and (4) to realize the limitation of political actions and of political science.

More specifically, he should acquire familiarity with existing political institutions, their relative successes and failures, and the current tendencies toward their reconstruction, some special acquaintance with one of the narrower fields of politics, as municipal institutions, administration, political parties, some general notion of the problems of political science, and some awareness of the obligations of citizens in a democracy.

For the Department of Political Science,

(signed) LEONARD D. WHITE

25

DEPARTMENT OF POLITICAL SCIENCE

February 15, 1928

Dean D. A. Robertson
The University of Chicago

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In response to the request of the Curriculum Committee the Department of Political Science offers the following specifications in terms of achievements and characteristics which represent our understanding of the outcome of a principal sequence in our department.

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For the Department of Political Science,

(signed) LEONARD D. WHITE

DEPARTMENT OF HISTORY.

57

February 16, 1923

Dean David A. Robertson
Faculty Exchange

My dear Dean Robertson:

In answer to the questions contained in your letter of February 1st, let me say the following in behalf of the Department of History:

It is peculiarly difficult for us, because of the character of our subject, to state in anything but general terms what we think are the achievements we expect from our sequence as given to undergraduates, or to say what in detail we hope the students going through this training will accomplish. Our whole instructional effort is directed toward the development of an attitude of mind. This attitude, as we see it, is one of appreciation of the developmental character of human society and affairs.

In the course of the nine majors or more which students take under our direction, we feel that the individual student should become acquainted with the main currents and events in European and United States History, and come to know the chief principles of constitutional, social, and economic organization as historically developed. Also, we believe that he will be acquainted after such training with the working of the political, social, and economic structure as it now is. Further, we hold that he ought from his studies come to realize the role of ideal and material factors in our development and that of other groups and peoples. At the same time, we think that a student after a course like that offered in this Department will be fitted for active and effective membership in the social and political order.

By handling, discussing, dissecting with our pupils actual problems as they have occurred and developed in the past, we expect them as a further element in their education to acquire the attitude and technique of historical investigation, and open-minded willingness without prejudice or self interest, to see and consider evidence on both sides of any problem or incident in the unfolding of human history.

Very sincerely yours,

(signed) C. F. HUTH

DEPARTMENT OF HISTORY.

February 16, 1923

Dean David A. Robertson
Faculty Exchange

My dear Dean Robertson:

In answer to the questions contained in your letter of February 1st, let me say the following in behalf of the Department of History:

It is peculiarly difficult for us, because of the character of our subject, to state in anything but general terms what we think are the achievements we expect from our students. We are given to understand, or to say what in due sequence we hope the students going through this training will accomplish. Our whole instructional effort is directed toward the development of an attitude of mind. This attitude, as we see it, is one of appreciation of the development of human society and affairs.

In the course of the nine months or more which students take under our direction, we feel that the individual student should become acquainted with the main currents and events in European and United States History, and come to know the chief principles of constitutional, social, and economic organization as historically developed. Also, we believe that he will be acquainted after such training with the working of the political, social, and economic structure as it now is. Further, we hold that he ought from his studies come to realize the role of ideal and material factors in our development and that of other groups and peoples. At the same time, we think that a student after a course like that offered in this Department will be fitted for active and effective membership in the social and political order.

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Very sincerely yours,

(signed) C. F. RUTH

(58)

DEPARTMENT OF GERMANIC LANGUAGES
AND LITERATURES.

February 15, 1923

My dear Mr. Robertson:

Our department aims to give students who elect a major sequence in German an opportunity so acquire:

1. An accurate knowledge and practical grasp of the inflexional, syntactic, and idiomatic structure of modern German prose and verse, within the range of the reading undertaken.
2. An understanding of the essential features of the development of the German commonwealth from mediaeval times to our own day; and
3. An appreciation of the main literary movements and an acquaintance with some of the works of leading German writers from Lessing to the present.

Yours sincerely,

(signed) S. W. CUTTING.

38

DEPARTMENT OF GERMANIC LANGUAGES
AND LITERATURES.

February 15, 1925

My dear Mr. Robertson:

Our department aims to give students who
select a major sequence in German an opportunity to ac-
quire:

1. An accurate knowledge and practical grasp
of the inflectional, syntactic, and idiomatic
structure of modern German prose and verse,
within the range of the reading undertaken.
2. An understanding of the essential features
of the development of the German commonwealth
from medieval times to our own day; and
3. An appreciation of the main literary move-
ments and an acquaintance with some of the
works of leading German writers from Lessing
to the present.

Yours sincerely,

(signed) S. W. CUTTING.

(59)

DEPARTMENT OF ENGLISH

February 14, 1923

To the Curriculum Committee:

The student who graduates from the University of Chicago with English as his major subject should be able to read rapidly and intelligently, to find and use modern sources of information, to think clearly, reason correctly, and present his results effectively in oral speech and in writing. He should have some knowledge of the structure of the language, ability to read English writers from the time of Chaucer, general acquaintance with the history and forms of English literature, special acquaintance with certain selected writers and works, and a basis for individual criticism, historical and technical. If English (language, literature, and composition) is to serve as the main source of training and culture, it is not unreasonable to expect a student to show the same aptitude and acquirement as were properly demanded when Latin and Greek furnished this source, and, to secure this result, approximately the same concentration is necessary. For the average student, fifteen rather than nine majors will be required, but this amount need not be invariable. Of the imponderables, the moral, aesthetic, and intellectual characteristics which result from this training, it is difficult to speak in terms of reality "comprehensible to students," but they may be easily inferred.

It may be pointed out in this connection that the English Department believes that for the general student a sequence in modern literature is preferable to one in a single department. At the time when the sequence plan was adopted, courses in modern literature were planned and are still published. They have never been elected, doubtless owing to the lack of proficiency in foreign language on the part of students at this institution. These sequences also should be raised to fifteen or eighteen majors, though again the requirement should be qualitative rather than quantitative.

Yours very truly,

(signed) JOHN M. MANLY.

February 14, 1923

To the Curriculum Committee:

The student who graduates from the University of Chicago with English as his major subject should be able to read rapidly and intelligently, to find and use modern sources of information, to think clearly, reason correctly, and present his results effectively in oral speech and in writing. He should have some knowledge of the structure of the language, ability to read English writers from the time of Chaucer, general acquaintance with the history and forms of English literature, special acquaintance with certain selected writers and works, and a basis for individual criticism, historical and technical. If English (language, literature, and composition) is to serve as the main source of training and culture, it is not unreasonable to expect a student to show the same aptitude and achievement as were properly demanded when Latin and Greek furnished this source, and, to secure this result, approximately the same concentration is necessary. For the average student, fifteen rather than nine majors will be required, but this amount need not be invariable. Of the indispensable, the moral, aesthetic, and intellectual characteristics which result from this training, it is difficult to speak in terms of reality, "comprehensible to students," but they may be easily formed.

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Yours very truly,

(signed) JOHN W. MANN.

DEPARTMENT OF ASTRONOMY.

(60)

Dean David A. Robertson
The University of Chicago

Dear Mr. Robertson:

The Department of Astronomy does not give a major sequence for undergraduates; consequently, your inquiry cannot be exactly answered.

It is the opinion of the instructors in the Department of Astronomy that Astronomy I is a very valuable course for the students who are not making a major sequence in one of the Physical Sciences. The aim of the course is to give the student definite information respecting the origin and history of Science, its characteristics, its methods, its contributions in a physical way to the welfare of mankind, its intellectual contributions, its spirit, its imperfections, and an idea of the nature of the universe in which we live.

A two-quarter course is recommended for students who are taking a major sequence in a Physical Science. This course develops greater precision in thinking, and contains a larger number of physical laws.

Very truly yours,

(signed) F. R. MOULTON.

(20)

DEPARTMENT OF ASTRONOMY.

Dean David A. Robertson
The University of Chicago

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major sequence for undergraduates; consequently, your in-
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which we live.

A two-quarter course is recommended for students
who are taking a major sequence in a Physical Science. This
course develops greater precision in thinking, and contains a
larger number of physical laws.

Very truly yours,

(signed) F. A. Moulton

DEPARTMENT OF GEOLOGY

(61)

February 16, 1923

Dean David A. Robertson
Faculty Exchange

My dear Dean Robertson:

Replying to the inquiry contained in paragraph 2 of your letter of February 1st, our understanding is that a major sequence amounts to 9 majors of work, ordinarily in one Department.

For a major sequence in the Department of Geology and Paleontology, the requirements are as follows:

GROUP A:

Course 2. Mineral Resources, a bird's eye view of mineral economics in the United States.

Course 3. Minerals and Rocks, an elementary course.

Course 5. General Geology, a moderately elementary course outlining the major features of the science of Geology.

Course 8 or 9 or 10. Elementary courses in Field Geology.

Courses 6 and 7. Elementary courses in the History of Life on the earth as recorded in fossils.

GROUP B:

Courses 11 and 12. Mineralogy.

Courses 14, 15, and 16. Advanced General Geology.

The educational purpose of this sequence is a dual one;

- 1) Cultural (or general).
- 2) Professional (or technical).

All these courses combine both elements, but in Group A the cultural element is predominant, and in Group B the professional element.

DEPARTMENT OF GEOLOGY

February 16, 1923

Dean David A. Robertson
Faculty Exchange

My dear Dean Robertson:

Replying to the inquiry contained in paragraph 2 of your letter of February 1st, our understanding is that a major sequence amounts to 3 majors of work, ordinarily in one Department.

For a major sequence in the Department of Geology and Paleontology, the requirements are as follows:

GROUP A:

- Course 2. Mineral Resources, a bird's eye view of mineral economies in the United States.
- Course 3. Minerals and Rocks, an elementary course.
- Course 4. General Geology, a moderately elementary course outlining the major features of the science of Geology.
- Course 8 or 9 or 10. Elementary courses in Field Geology.
- Courses 6 and 7. Elementary courses in the History of Life on the earth as recorded in fossils.

GROUP B:

- Courses 11 and 12. Mineralogy.
- Courses 14, 15, and 16. Advanced General Geology.

The educational purpose of this sequence is a dual one:

1) Cultural (or General).

2) Professional (or Technical).

All these courses combine both elements, but in Group A the cultural element is predominant, and in Group B the professional element.

Group A forms a sequence of 6 majors that should be of value to men and women who have no intention of becoming professional geologists. Its main functions are:

a) To familiarize the student with the history of the earth and its inhabitants from their origins to the present time, as a background for human history.

b) To familiarize the student with the materials of the earth and to show the role which they play in human life today.

c) To impart training in accurate observation and in the scientific methods of deductive reasoning from the facts of observation.

Group B: While the courses of this group continue the functions outlined under Group A, they are primarily training courses for the professional geologist.

Very sincerely yours,

(signed) EDSON S. BASTIN.

Group A forms a sequence of 6 majors that should be of value to men and women who have no intention of becoming professional geologists. Its main functions are:

a) To familiarize the student with the history of the earth and its inhabitants from their origins to the present time, as a background for human history.

b) To familiarize the student with the materials of the earth and to show the role which they play in human life today.

c) To impart training in accurate observation and in the scientific methods of deductive reasoning from the facts of observation.

Group B: While the courses of this group continue the functions outlined under Group A, they are primarily training courses for the professional geologist.

Very sincerely yours,

(signed) EDSON S. EASTIN

Prof. E. S. Bastin, Chairman,
Department of Geology,
University of Chicago

Dear Mr. Bastin:

In replying to Dean Robertson's inquiry about specifications for a bachelor in this University which you have communicated to members of the Department of Geology I should like to emphasize the following points:

A bachelor should show a general training along

- (a) Humanistic lines:
 - 1. Correct use of the English language, in speaking and writing.
 - 2. A fair knowledge of some foreign language of importance.
 - 3. An appreciation of literature and art.
- (b) Civic lines:
 - 4. An intelligent view of political events, foreign and domestic, based on some knowledge of history and economics.
- (c) Scientific lines:
 - 5. An understanding of the basic principles of modern science.

The above requirements should be satisfied without regard to his major sequence.

Sincerely yours,

(signed) A. C. NOE.

Attached as supplemental
memorandum.

E. S. BASTIN.

Prof. H. S. Bastin, Chairman,
Department of Geology,
University of Chicago

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specifications for a bachelor in this University which you
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I should like to emphasize the following points:

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The above requirements should be satisfied without regard
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(signed) A. C. NOE.

Attached as supplemental
memorandum.
H. S. BASTIN.

February 9, 1923

WHAT A COLLEGE COURSE SHOULD ACCOMPLISH, INCLUDING BIBLE STUDY.

The higher education obtained in the four college years should provide young men and women with the knowledge and training necessary to understand the world, themselves and society, to choose their place and task, to achieve a finer success and usefulness. The aim is manhood, womanhood, citizenship rather than technical knowledge or vocational equipment. Education is a process in which one acquires a true perspective and evaluation of the complex elements of life, in which one develops right feelings, right motives, right ideas and right actions.

Knowledge and use of the Bible is an essential part of this education. The Bible, especially the New Testament, is the best guide and stimulus to religious faith and right living. Its idealism, altruism, optimism, and enthusiasm give the best world view, and the best standard of conduct and character. Its simplicity and conciseness, its basal quality, its intelligibility, and forcefulness make the Bible a primary literature of general education. The heroes of the Old and New Testaments, especially Jesus and Paul, are impressive examples of the highest personal and social ideal.

The college course of every student should include at least four majors of Biblical study. The type of instruction should be, not doctrinal, apologetic or sectarian, but historical, literary, ethical and social. Properly taught, these courses will bring the religious thought and experience into unity with the scientific knowledge obtained in other college studies. The four essential Biblical courses may be organized as : (1) Old Testament History, (2) Old Testament Literature, (3) The Life and Teaching of Jesus, (4) The Life and Teaching of Paul.

C. W. VOTAW.

February 9, 1923

WHAT A COLLEGE COURSE SHOULD ACCOMPLISH, INCLUDING BIBLE STUDY.

The higher education obtained in the four college years should provide young men and women with the knowledge and training necessary to understand the world, themselves and society, to choose their place and task, to achieve a finer success and usefulness. The aim is manhood, womanhood, citizenship rather than technical knowledge or vocational equipment. Education is a process in which one acquires a true perspective and evaluation of the complex elements of life, in which one develops right feelings, right motives, right ideas and right actions.

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O. W. VOTAW.

Adopted by Faculty
of Colleges of A.S.

The Committee on Curriculum and the Board of Admissions
jointly recommend:

- A. that the ~~number of~~ students in the Colleges of Arts, Literature, and Science be limited by a process of selective admission and selective retention to the number that can be taught effectively in view of the facilities of the University and its major purposes of graduate instruction and research.
- B. that ^{if possible} beginning with the Autumn Quarter, 1923, students shall be admitted by selection on the basis of evidence of (1) adequate mentality; (2) seriousness of purpose; (3) intellectual interests and attainments; and (4) intellectual promise.
- C. that the President of the University be requested to appoint ^{for the approval of the faculty} a committee to formulate the requisite administrative details for carrying into effect the foregoing principles.
- D. that the Curriculum Committee be requested to formulate, as soon as practicable, plans for improving the quality of instruction in the Colleges of Arts, Literature, and Science.

2-8-23.

23

The Committee on Education and the Board of Trustees

jointly recommend:

1. That the Board of Trustees be authorized to make a study of the

and to report to the Board of Trustees at its next meeting.

and to make such recommendations as the Board of Trustees may deem

advisable in view of the findings of the Committee on Education and

the report of the Board of Trustees on the subject.

2. That the Board of Trustees be authorized to make a study of the

and to report to the Board of Trustees at its next meeting.

and to make such recommendations as the Board of Trustees may deem

advisable in view of the findings of the Committee on Education and

the report of the Board of Trustees on the subject.

3. That the Board of Trustees be authorized to make a study of the

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advisable in view of the findings of the Committee on Education and

the report of the Board of Trustees on the subject.

4. That the Board of Trustees be authorized to make a study of the

and to report to the Board of Trustees at its next meeting.

and to make such recommendations as the Board of Trustees may deem

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6

MEETING OF CURRICULUM COMMITTEE

December 14, 1922.

Suggestions of Program Committee: D. A. Robertson, Chm.
H. C. Morrison
H. H. Barrows

A.

1. There is generous provision for education in elementary and secondary schools in the region from which the University of Chicago draws most of its students.
2. There is some provision in the Chicago region for education at the Junior College level.
3. There is less ample provision in the Chicago region for education at the Senior College level.
4. There is inadequate provision in Chicago and elsewhere for graduate and graduate-professional education and for research.

B.

- 5/ The University of Chicago provides elementary and secondary education in its laboratory schools. Attendance is closely limited and the purposes and methods of the schools are under constant study for the purpose of advancing the quality of education.
6. The University of Chicago provides education at the Junior College level; _____% of the registrations in 1921-22 being in the Junior Colleges of Arts, Literature and Science.
7. The University of Chicago provides education at the Senior College level; _____% of the registrations in 1921-22 being

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8. The University of Chicago provides graduate education in the Graduate School of Arts and Literature, the Ogden Graduate School of Science, the Law School, the Divinity School, and the School of Medicine, the School of Commerce and Administration and the School of Social Service Administration. Graduate and Graduate-Professional courses provide technical training and afford an opportunity for research.

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9. The Statistics of registration in Autumn, Winter and Spring, in the University of Chicago show that by far the greatest number of students are in the Junior College.
10. The financial statistics of the University of Chicago show that, with recent registration and quality of instruction, there is a diminishing deficit for instruction in the colleges.
11. If a larger proportion of energy of the University of Chicago is to be devoted to the greatest needs of the Chicago region -- and indeed, of the nation--there must be a reduction of the amount of energy given to Junior College work, by eliminating courses now efficiently given in the secondary schools, by limiting in one way or another, the attendance of Junior College students. In Junior College work within the University the emphasis should be placed on (1) experimentation in Junior College Education; (2) selection and training of students for work at the higher levels.

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12. The function of any college is to develop intellectual and moral power, to provide training for efficiency in labor for one's self and for society, and for the enjoyment of leisure by one's self and in society.

E. 13. The function of the college in the University of Chicago, in addition to the general function expressed in D 12. is to provide a body of selected students who can be interested in and trained for graduate and professional work; who by entering the less advanced of graduate and professional courses can share the most of instruction and research; who, as alumni, will give financial support to the work of the University and moral support to its ideals, and to provide for the advance of higher education through experimentation in the colleges like that which has always characterized the University of Chicago.

F.

14. The measurement of a student's satisfaction of the purpose of his college training should be in terms of achievement, rather than in units and in majors credit: e.g. healthy condition of body and habits conducive to health; ability to speak and write English with clearness and force; ability to read a foreign language reasonably well, etc., etc.,

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riculum in accordance with his aims and previous training, and in terms of intellectual realities as appreciated by him.

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16. The individual student - either gifted or normal - will be inspired, trained, and aided, by every means conducive to advancement; e.g. increased personnel service, especially through cooperation of instructors; higher quality of instruction through elimination of inefficient teachers, and encouragement of successful teachers; departmental or other supervision of instruction, sectioning classes according to ability and special interest, elimination of elementary work, provision of general courses at an appropriate level, etc.

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17. Each department is asked to formulate its various specific objectives in terms of practicable attainments or attitudes as contrasted with units or majors and grades. It is hoped that such reports can be in the hands of the Committee not later than February 15, 1923.

18. The aid of individual instructors is asked in the study of individual students, and in the making of periodical personnel reports. The Dean's Office will be glad to furnish assistance as to the character of such reports.

9

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February 3, 1923

Professor David A. Robertson
Faculty Exchange

My dear Dean Robertson:

At a meeting of the faculty of our Department held yesterday afternoon, we talked over the problem of the kind of college work that ought to be done at the University of Chicago, and we arrived unanimously at the following general opinions:

The University of Chicago, being a privately endowed institution, is under no obligation merely to duplicate the work done at dozens of other institutions. We have the opportunity and the privilege of making a much more valuable contribution by doing a special piece of work. From that point of view it seemed to us that the college work should be continued and developed from two points of view: (1) to furnish a supply of candidates for the graduate and research work of the institution, which is, as it seems to us, our special task; (2) to furnish a body of college students who may serve as a sort of laboratory school in which theories and methods of education may be tried out.

We therefore suggest that there should be two distinct lines of work carried on in the college: (1) direct training in research methods in preparation for the advanced work of the graduate and research courses of the University; (2) fields of work designed for those who never intend to go farther than the college course and have before their minds a cultural goal. This latter type of work should not be too vocational, but consist rather of the laying of foundations in general knowledge and points of view.

It seems to us that especially for those who contemplate going on into the Graduate School the research training and instruction should begin at least by the beginning of the third year in college, and that all courses from that point on should contribute directly to the training of students in habits of careful observation and exactness of statement that they may have a good foundation for advanced research work in the graduate school.

We also feel that it is desirable that the students in the upper half of the college course should be given a fair amount of instruction at the hands of the men high upon the staff. We do not want our research men, of course, to be

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February 5, 1933

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We also feel that it is desirable that the students in the upper half of the college course should be given a fair amount of instruction at the hands of the men with whom they will be working in the Graduate School, of course, so as

45

loaded down with undergraduate courses. An instructor who has genuine research ability ought not to give more than one or two courses a year to undergraduate students. Not all men of research capacity are adapted to the teaching of undergraduate students. A research man is not necessarily a born teacher.

We are inclined to think that the number of undergraduate students should be limited so that they may be handled in relatively small groups in order that each student may have a considerable degree of close supervision of his study methods. Only by some such personal oversight as this can the cultivation of right habits of work be inculcated.

Yours sincerely,

J. M. P. SMITH
(signed)

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Yours sincerely,

G. W. A. SMITH
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February 3, 1923

Dear Mr. Robertson:

The Department of Household Administration deals with Junior College students only in exceptional cases. So far as its Senior College students are concerned an important aim of the Department is to discover and train students who show promise of ability to carry on graduate work and research. Its other main function is to enlarge the vision and broaden the culture of its students since they will all be more or less influential factors in their several social groups. In order to fulfil these functions adequately, the Department should have students come to it with good technical preparation in oral and written English, in the use of the libraries, in discriminating reading and in powers of observation. It also wishes to find honest intellectual habits and so far as it is compatible with their age, powers of independent thinking.

From this statement may be implied the object of the College as viewed by the Department and to whose fulfilment its members seek to contribute.

Very truly yours,

MARION TALBOT

February 3, 1922

Dear Mr. Robertson:

The Department of Economics Administration

views favorably upon the Junior College students only in exceptional cases. So far as the Senior College students are concerned an important aim of the Department is to discover and train students who show promise of ability to carry on graduate work and research. The other main function is to enlarge the vision and broaden the culture of the students since they will all be more or less influential factors in their several social groups. In order to fulfill these functions adequately, the Department should have students come to it with good technical preparation in oral and written English, in the use of the library, in discriminating reading and in powers of observation. It also wishes to find persons interested in habits and so far as it is compatible with their age, powers of independent judgment.

From this statement may be judged the object of the College as stated by the Department and to which fullness the student must be accustomed. Very truly yours,
Walter Dill

February 5, 1923

Professor David Robertson
Faculty Exchange

Dear Mr. Robertson:

In reply to your letter of February 1st, I
beg to say the following:

1) The aim of the college-work in the Romance Languages appears to us to be primarily cultural. By this we mean that the Romance Languages and Literatures should be so taught as to contribute above all to the formation of educated, well-rounded American citizens. For example, if a student takes a survey-course in French Literature he should do so primarily with the idea that a knowledge of French Literature is a valuable part of his intellectual and artistic background as a cultivated human being, quite aside from the fact that he may later want to use this knowledge in his profession. Just as a knowledge of Chemistry -- what it really is, what its principles are, what its uses consist in, etc. -- appears to us as an essential part of a general college-education, so it is with a foreign language and its literature: the object of the college-course is first of all an intelligent orientation. I may summarize the idea by paraphrasing the oft-cited passage from Montaigne's Essays:

"All moral philosophy is applied as well to a private life as to one of the greatest employment. Every man carries the entire form of the human condition. Authors have hitherto communicated themselves to the people by some particular and foreign mark; I (the college graduate) by my universal being, not as a grammarian, a poet or a lawyer."

2) Secondly, the college-course in our subject should, we think, select and encourage those especially fitted to become teachers and investigators in the field of Romance Philology, which embraces both languages and literatures.

In this second function, the college-courses in the Romance Languages serve as a preparation for the graduate-school, the object of which is purely scientific and professional. For this professional and scientific training the college-courses lay the foundation, on which to build; they can hardly be professional and scientific in themselves. Nor do we believe that the college-courses should be a mere

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O P Y

February 8, 1922

Professor David Robertson
Faculty Exchange

Dear Mr. Robertson:

In reply to your letter of February 1st, I
beg to say the following:

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THE FRENCH REQUIREMENT FOR ENTRANCE TO THE UNIVERSITY¹

Is it honest in word and deed? Is it a real thing?—Shakespeare, *As You Like It*.

According to the new curriculum of the University of Chicago every student is required to complete before he enters upon his junior year of college the equivalent of four majors of [one] modern language other than English. The *Course Book* states:

The aim of [this] requirement is to secure for the student a reading knowledge of at least one modern language other than English. If two units of a language are offered as satisfying the requirements of this group, the student must prove his ability to read it with ease and intelligence by passing a test examination during his first two quarters of residence, or must pass an additional major of the same language in college with a grade not lower than C. If the student passes the first three majors of a language in college with an average grade of B or better, he may be excused from the fourth major. The modern-language requirement may be absolved at any time during the first two years by the passing of the test examination. No credit in majors is given in any case for the passing of this examination; it merely relieves the student of the obligation to take further work in modern language.

In other words, the requirement holds for all regular undergraduate students irrespective of "college" credits; it is virtually an entrance requirement which may be deferred until the end of the second college year, but not longer; and it can be absolved in one of two ways: (1) by passing an examination before the end of the second quarter of residence; or (2) by taking the first three majors of the foreign language in college with an average grade of at least B, or an additional, fourth major the grade of which must not fall below C. The last resort is open also to students having high-school credit for 4 majors but who are unable or unwilling to pass the test examination mentioned above.

Now, the question arises: What is meant by four majors of elementary modern language other than English? Or to be precise and not implicate the teachers of German (*et al.*) in a matter which they of course prefer to settle for themselves: What are four majors of elementary French? Somehow the question has the naïve ring of Audrey's famous remark to Touchstone, quoted above, about the reality of poetry, and the reader instinctively asks himself: Is it possible at this late date that the essentials of so well known a subject as French are still undetermined? And can student and teacher be in doubt as to what two years' work of elementary French is? But to anyone who stops to

¹ By the Head of the Department of Romance Languages.

consider the changes that the last decade has produced in our educational theories, and the serious confusion in instruction these changes have caused, it will be clear that such is really the case, and that neither teacher nor student is quite sure of his ground.

Without wishing to add a brief to those already existing, on the proper place of French in the school and college curriculum, I may at least point out the following well-recognized facts:

First, a foreign language cannot have the same practical value to us as to the average European. Our relative geographical isolation permits us to depend on our mother-tongue to a greater extent than a European could depend on his native French or German. We do not use French in the ordinary business of life to the degree that a German, an Italian, or even an Englishman uses it. American hotel- and shop-keepers are not competing with one another for foreign trade, no considerable part of our youth is compelled to seek employment in foreign parts, and however advantageous and becoming it would be for our consuls and diplomatists to speak the language of the country to which they are accredited, the inability to do so has not measurably interfered with their being appointed. Thus, although conditions are changing, and in the last respect it is desirable that they should change, it cannot be maintained that American boys and girls should be taught French because they will need to speak it in later life. Indeed, if the case of the modern languages rested on their commercial value, we should have to devote our attention to Spanish and Portuguese rather than to German and French. There is now a considerable class of Americans whose livelihood in part depends on their ability to speak Spanish, and this class is growing; so that, commercially considered, Spanish is (so to speak) the American foreign language.

Secondly, if the importance of French does not lie in its practical or rather commercial value, in what does its importance consist? Purely and simply, I believe, in the discipline the study of French affords the mind, and in the rich and varied culture of which French is the medium.

Directly or indirectly, we all know that language-study trains the mind. It does this in various ways: by developing the memory, exercising the reason, stimulating the imagination, educating the taste. What we can learn specifically from French is accuracy, clarity, grace, and elegance of expression; in other words, "expressiveness" (*netteté d'expression*), as Pater remarked. Furthermore, French is the vehicle of ideas rather than of facts. This is as true of French language as of literature: says an eminent authority, "The man of English speech

"prep-school" for the graduate-school or university proper, since that would defeat the primary object of college education as laid down in section (1).

3) As a necessary condition for the realization of the college, as defined above, we regard it as desirable that the University of Chicago should confine its attention to those students who are both able and eager to profit by the instruction it has to offer. At present, it requires no argument to assert that this is not the case. But not only should we choose our students with the greatest possible care -- as regards clearly defined aims -- we should also improve our instruction in order to make those aims possible of realization. Among the various improvements that we have to suggest are the following:

1. Greater personal supervision of students, (a) by their official "advisers," (b) by their class-instructors;

2. A better type of instruction, based on the principle that the instructor's first duty is to his class and not to some extra-mural activity by which, through the University's own fault, he now tries to make a living;

3. Adequate library facilities, both as to books and reading-room facilities;

4. A better correlation between our Romance courses and courses in the respective fields of European art, philosophy, history and the Classical Languages, especially of course Latin.

If you desire some bibliography on these and allied topics, Professor Wilkins will be glad to submit to you the bibliography he has prepared for Committee C of the Association of American University Professors. Finally, I take the liberty of referring you to The University of Chicago Magazine, IV (1912), 95-99 and College Teaching, World Book Company, 1920, pp. 424-429, where I have written on this subject.

Sincerely yours,

WILLIAM A. HITZ.
(signed)

See also reprint herewith

"prep-school" for the graduate-school or university proper, since that would defeat the primary object of college education as laid down in section (1).

(2) As a necessary condition for the realization of the college, as defined above, we regard it as desirable that the University of Chicago should continue its attention to those students who are poor and unable to profit by the instruction it has to offer. At present, it requires an arrangement to assist that this is not the case. But not only should we choose our students with the greatest possible care -- as regards ability, defined aims -- we should also improve our instruction in order to make these aims possible of realization. Among the various improvements that we have suggested are the following:

1. Greater personal supervision of students, (a) by their official "advisers," (b) by their class-instructors;

2. A better type of instruction, based on the principle that the instructor's first duty is to his class and not to some extra-mural activity by which, through the University's own fault, he now tries to make a living;

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Sincerely yours,

WILLIAM A. HENRY
(signed)

See also reprint attached

thinks in images and concrete expressions, the Frenchman in abstract and universal terms." *Je rentre, je sors, je traverse, j'avance* are not literally rendered by "I am going home," "I am going out," "I am crossing the street," "I am going forward," and even so, the English expressions fail to give the deftness, the concision, the validity of the French. So that, regarded as a discipline, the study of French may be a corrective to the rough-and-tumble of American speech, our neglect of clear vocalization, our tendency to overstate and exaggerate, and the Anglo-Saxon aversion to viewing ideas objectively, as such.

As for the cultural aspect, every educated person sooner or later comes into contact with some phase of French science or art. He will therefore need the means of grasping his subject directly in the written or spoken language. If the modern world is inclined to turn its back on Greek and Latin, it can hardly afford to neglect the modern European nation whose civilization is to so large an extent an embodiment of classical ideas. Intellectual stability, national unity, traditions of culture can never be won unless as a nation we resolutely strike roots into the past. And next to England, to whom we owe our own language and most of our institutions, our closest political and intellectual ally is France.

It is obvious then that the American youth should be taught at least to read French. If in learning to read he can also be taught to speak, all the better. It is impossible to attain too much. But let us not sacrifice "reading" to "speaking," especially when the latter consists of more or less innocuous phrases repeated in parrot fashion. French is too fine a subject to be made the pap of empty minds. It must be taken seriously or not at all. What the educated American is after is a knowledge of literature, be it scientific, political, or artistic. One way of getting this knowledge is by translating from French into English. But it is by no means the only or even the best way.

In the first place, a translation is never the equivalent of the original. Rarely does a translation reproduce the unity, the color, the shading of the original work. *Traduttore, traditore* says an admirable Italian proverb. Don Quixote in foreign dress continues to fascinate us but is at best a ghostlike semblance of the real Knight of the Rueful Countenance; and how rhetorical, nay vapid, are the words: *Etre ou ne pas être, voilà la question* by the side of "to be or not to be, that is the question."

Again, to translate well is a difficult task. In the case of French it requires a mental alertness and a sense of discrimination that the average college student does not at first possess. For this reason translation

is especially valuable as an exercise, as a discipline—and it is, of course, an excellent means of testing one's knowledge. But translation must not be made *the* aim, the mainstay as it were, of an elementary course. For one thing, the process of translating is too involved, and requires too much conscious effort—and also too much time. In translating, the student first seeks the English equivalents of the French words, then he determines their corresponding inflections (number, case, tense, mood, etc.), and finally he must know whether or not the result is idiomatic English, and if not, substitute the current idiom for it. Take the simple phrase: *l'Américaine a l'air fière*; word for word it is "the American has the appearance proud"; solved as to its inflections it becomes "the American woman has the appearance [which indicates that she is] proud"; translated it is "the American woman looks proud." Or imagine the steps whereby *Pour quoi faire? Ce n'était pas la peine, les dîners allaient finir* is rendered: "For what purpose? it was not worth trying, people would soon stop giving dinners (i.e., the social season was about over)."

But the main argument against the excessive use of translation is that French is a living form of speech and not a so-called dead language. It is absurd to teach a person French and not make him realize that French is an actual medium of expression, different from, but contemporary with, his own language. Here lies the crux of the entire modern-language question. By reading French is meant the ability to read French aloud: in other words, to pronounce it. And, I may add, to pronounce it correctly. What intrinsic value can a French play or poem have to a person who is deaf to the sparkle of the dialogue or to the melody of the verse? And consider how ineffective an argument becomes which has to be painfully translated before its meaning is felt. So that even in scientific work a knowledge of the pronunciation seems necessary, if the full meaning is to be grasped. On the other hand, the ability to pronounce a foreign language (even with moderate success) and understand it when others speak it, is a tremendous asset in itself. "The ear," said Gouin, "is the prime minister of the intellect"; and to articulate sound according to scientific principles is an exercise, at once practical and theoretical, of the highest importance. Solid training in pronunciation by phonetic methods not only will prepare the way for the spoken use of the language in the more advanced courses, but will develop the student's capacity for articulation in general, his auditory perception, his observation and judgment, in ways which will help him along lines of intellectual endeavor other than French. Pronunciation, as it is now taught, is not merely a science but an art,

and it rests mainly with the teacher of the modern languages to maintain it in that capacity.

Hence it is that the University plans to test the student's ability to read French—in two ways: (1) By an oral examination of his facility in pronouncing French of moderate difficulty. The method is very simple: the candidate is assigned a passage in a French book which he has presumably not seen before, and after looking it over, he is asked to read it aloud just as he might be asked to read English. (2) By a written examination consisting mainly or wholly of translation from French into English. At an examination held a few weeks ago the passages to be translated were taken respectively from a well-known novel, a well-known play, and a typical piece of scientific criticism. Allowance was made for certain lapses in vocabulary, but inasmuch as the object of the examination was to "test" the student's accuracy (and this, as I pointed out, is the value of translation), he was expected to reveal an adequate knowledge of the French word- and sentence-structure.

The first four (or possibly three) majors offered at the University are arranged to meet these requirements. That is, they will enable the student to comprehend with ease French of average difficulty as he himself reads it aloud from the printed page. The method by which we attain this result varies with the group of students in question, and cannot be determined by vote. But so much is certain, that it involves practice in pronunciation, exercises in dictation, some translating, some grammatical analysis, and some composition, *oral* as well as written. The essential factor in the situation is that modern-language study is a synthesis, a combination of facts which the analysis by the *teacher* has established. The student is in the class in order to learn French, and not primarily conversation, translation, grammar, or composition. Given the advanced age at which most of our pupils are permitted to begin language study, and the purposes for which that study is undertaken, the first and essential step is that they should be able to read—and therefore the emphasis is placed on reading. If this step is successfully taken, the student will be in a position to go on in his modern language work. But if for some reason he must drop his French temporarily, he ought at least to feel that he has permanently profited by what French he has had; in short, he is a better, because a more intelligent, citizen of the Republic. It has been said that "Education is the process of making a better society out of the material at hand by enhancing the economic value of each unit." The teaching of French must contribute its share toward bringing this to pass.

WILLIAM A. NITZE

Anatomy Dept -

(49)

President Jackson has repeatedly stated in public

To abolish the Junior College, however, will give only temporary relief, for the rapid growth of Junior Colleges throughout the country will provide us sooner or later with a Senior College which will be equally a menace to the graduate school. To meet this condition it will be necessary at some time to limit strictly the registration in the Senior College. This might be accomplished by establishing a ratio between the registration in the Senior College and that in the Graduate Schools. By this means the registration in the graduate schools in one academic year would automatically determine the number to be admitted to the Senior College in the succeeding year.

(Signed) R. R. Bensley.

that the main function of the University is to advance knowledge. I presume that, on these occasions, he spoke as a representative of the faculty as well as an executive of wide experience. In this opinion I fully concur. The only question is to what extent we shall admit other activities which in a greater or less degree advance this aim indirectly. One such activity is the Junior College. Obviously this institution has the right to decide how much or how little of a Junior college it will have, and obviously also since our funds are not unlimited, the more Junior college we have the less University. Since we are agreed as to what is our main aim as a University, the only question to be decided is how much and by what means we shall limit or restrict the secondary aims. In the case of the Junior college it is a question of dis-continuing its connection or limiting its registration. For the reason in favor of discontinuance, I believe that the work which is now being done in the Junior College can be done better and at less cost in institutions which make it their primary purpose. I believe also that the Junior college movement has reached such a stage of development in this country that it would be no great loss to the public if the University of Chicago discontinued its Junior College. In any case it is the duty of the Board and Municipal organizations to provide instruction of this sort.

To abolish the Junior College, however, will give only temporary relief. For the rapid growth of Junior Colleges throughout the country will provide as soon as laws which a Senior College which will be equally a menace to the Graduate school. To meet this condition it will be necessary at some time to limit strictly the registration in the Senior College. This might be accomplished by establishing a ratio between the re-gistration in the Senior College and that in the Graduate school. By this means the registration in the Graduate schools in one academic year would automatically determine the number to be admitted to the Senior College in the succeeding year.

Yours sincerely,

(Signed) E. R. Hendon.

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February 1, 1923.

My dear Professor:

The United States Army has been able to write specifications even for a major-general. We are trying, in the Curriculum Committee, to write specifications for a bachelor of this University, not in terms of majors and grades but in terms of intellectual realities comprehensible to students.

To that end we greatly need the help of your self and your colleagues in the Department of _____. Please tell us in terms of achievements, attitudes, characteristics of the student what you conceive to be the appropriate outcome of education in your department as represented by a principal sequence.

We shall be very glad to have your opinion by February 15, so that the ideas of the several departments may be correlated, and so that we may then proceed to any indicated adjustments in the college - especially in the Junior College.

Very truly yours,

Chairman.

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Very truly yours,

Chairman.

(51)

DEPARTMENT OF GEOGRAPHY

February 14, 1923

Dean David A. Robertson
Faculty Exchange

My dear Mr. Robertson:

The following statement is a reply to your inquiry of February 1st concerning the appropriate outcome for a student who has satisfactorily completed a principal sequence in geography:

1. He should know how to observe and to study the relationships existing between specific groups of people and their natural environments.
2. He should understand the adjustments that have been made by representative social groups to varied environments.
3. He should have a general understanding of earth conditions and natural resources as the material bases of social development, and should know, in a broad way, the present and the potential usefulness of the several parts of the earth.
4. He should have a foundation for an intelligent interest in governmental and social obligations toward the efficient use of our natural resources.
5. Through viewing the life of nations and of communities in relation to their environments, he should have acquired one indispensable prerequisite to a sympathetic understanding of the problems and the attitudes of the people of other lands.

February 14, 1928

Dean David A. Robertson
Faculty Exchange

My dear Mr. Robertson:

The following statement is a reply to your inquiry of February 1st concerning the appropriate outcome for a student who has satisfactorily completed a principal sequence in Geography:

1. He should know how to observe and to study the relationships existing between specific groups of people and their natural environments.
2. He should understand the adjustments that have been made by representative social groups to varied environments.
3. He should have a general understanding of earth conditions and natural resources as the material bases of social development, and should know, in a broad way, the present and the potential usefulness of the several parts of the earth.
4. He should have a foundation for an intelligent interest in governmental and social obligations toward the efficient use of our natural resources.
5. Through viewing the life of nations and of communities in relation to their environments, he should have acquired one indispensable prerequisite to a sympathetic understanding of the problems and the attitudes of the people of other lands.

6. He should appreciate the interdependence of the peoples of varied regions in different parts of the world and should realize that through improved means of transportation and communication the environment affecting each group of civilized people has come to embrace practically the entire earth. An appreciation of the interdependence of men and of the unity of the earth will help the student to become an intelligent citizen of the world.
7. He should be able to put into their regional settings many current events, much that he reads or that he sees in travel, and many problems of business.

Very truly yours,

(signed) HARLAN H. BARROWS.

6. He should appreciate the interdependence of the peoples of varied regions in different parts of the world and should realize that through improved means of transportation and communication the environment affecting each group of civilized people has come to embrace practically the entire earth. An appreciation of the interdependence of men and of the unity of the earth will help the student to become an intelligent citizen of the world.
7. He should be able to put into their regional settings many current events, much that he reads or that he sees in travel, and many problems of business.

Very truly yours,

(Signed) HARLAN H. BARROWS.

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

OFFICE OF THE DEAN

February 23, 1923

President Ernest DeWitt Burton
The University of Chicago
Chicago, Illinois

My dear President Burton:

This is a brief summary of the program of the Curriculum Committee of the Faculty of the Colleges of Arts, Literature, and Science, as developed since December 5, 1922:

- I. A study of registrations of Junior College, Senior College, Graduate, and other students in each department in Arts, Literature, and Science during the Autumn, Winter, and Spring Quarters of the three years before the war and the three years after the war, showed a heavy emphasis on the registration of Junior College students.

These graphs were placed on the President's table by the Recorder.

- II. Believing the major purpose of the University of Chicago to be graduate instruction and research, the Curriculum Committee approved in principle the reduction of the amount of energy given to the Junior Colleges so that more energy might be given to these major purposes.

These suggestions of the Curriculum Committee are given fully on Pages 6 - 9.

- III. In order to keep the whole faculty abreast of the discussion the Program Committee of the Curriculum Committee sought the opinion of each department regarding the purpose of the Colleges of Arts, Literature, and Science, and the best method of accomplishing (II.)

This letter is given on Pages 10 and 11.

- IV. Replies by the majority of the departments indicated an agreement on a desire (1) to emphasize the major purposes of graduate instruction and research; (2) to retain the colleges; (3) to have in the colleges only that number of students which can properly be taught with the facilities of the University of Chicago.

Of these replies given on Pages 14 - 49, note especially the letters of Judd (14), McLaughlin (17), Manly (25), Shorey (40), Nitze (48), and Carlson (36).

- V. In view of the general agreement among the departments regarding (II), the Curriculum Committee decided to recommend immediately to the College Faculty the legislation approved Thursday, February 8, Page 65.

- VI. The Program Committee then sought from each department a statement of the departmental opinion of the outcome of education in the department as represented by a principal sequence.

The letter sent to the departments is given on Page 50.

- VII. The replies to (VI) show that the departments have not understood just what the Committee is seeking to do. On the other hand, some letters indicate a readiness to formulate departmental objectives in terms of achievements capable of measurements and comprehensible to students. (Pages 51 - 64).

Note especially the letter of Barrows (51) and Judd (54).

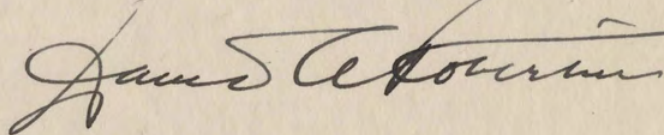
- VIII. The Program Committee is now corresponding with the departments regarding the type of formulation desired. When the departments have in mind clearly the statement in terms of achievements, instructors will then be approached regarding objectives in their own courses.

President Burton

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- IX. When the objectives of the college, the department, and the individual courses have been stated in terms of achievements comprehensible to students, instead of merely quantitative measures of units and majors, it will be possible (1) to emphasize the quality of students and instructors, (2) to economize time, (3) to re-organize collegiate education in view of the objectives of the college and of the individual students.
- X. Greatly increased personnel service will be necessary in the selection of students for admission, retention, and guidance of students in relation to the several objectives.
- XI. It is the plan of the Program Committee when substantial agreement regarding successive steps becomes apparent to bring about the proper taking of each step, and to keep always before the faculty some issue relating to the advance in organization of the colleges.

Very truly yours,

A handwritten signature in dark ink, appearing to read "James C. Burton". The signature is fluid and cursive, with a large loop at the end.

DAR

Dean.

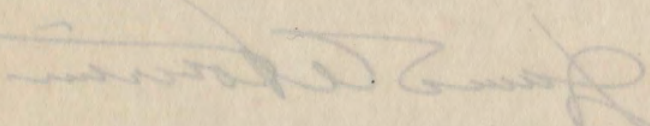
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IX. When the objectives of the college, the department, and the individual courses have been stated in terms of achievements comprehensible to students, instead of merely quantitative measures of units and majors, it will be possible (1) to emphasize the quality of students and instructors, (2) to economize time, (3) to re-organize college education in view of the objectives of the college and of the individual students.

X. Greatly increased personnel services will be necessary in the selection of students for admission, retention, and guidance of students in relation to the several objectives.

XI. It is the plan of the Program Committee when substantial agreement regarding successive steps becomes apparent to bring about the proper taking of each step, and to keep always before the faculty some issue relating to the advance in organization of the college.

Very truly yours,



Dean.

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universities of Chicago and Texas, Dr. William E. Dodd is giving courses in American history at the latter institution and Dr. Charles W. Ramsdell is lecturing in the same field at Chicago. The two universities make the change in part to enable Professor Dodd to carry his researches in the history of the old South somewhat farther than he could do in Chicago.

PROFESSOR F. N. SCOTT, of the rhetoric department, of the University of Michigan, has been granted a leave of absence for the 1923-24 school year so that he may work abroad.

AT Yale University Assistant Professor John M. Berdan has been promoted to be professor of English, and Assistant Professor Joseph Seronde has been promoted to an associate professorship in French.

SUPERINTENDENT PAUL C. STETSON, of the Dayton, Ohio, public schools, has been made executive officer of the board of education.

PRESIDENT HENRY NOBLE MACCRACKEN, of Vassar College, spoke on "Education and Politics" before the Political Association at Poughkeepsie, on February 24.

PROFESSOR HERBERT S. LANGFELD, of Harvard University, will give a lecture on "Measurement of intelligence" in the Radcliffe College endowment fund lecture series at Cambridge on March 19.

SPEAKERS at the Ohio State Educational Conference, to be held at Ohio State University from April 5 to 7, will include Professor C. H. Judd, of the University of Chicago; Professor W. C. Bagley, of Teachers College, Columbia University; Professor S. S. Colvin, of Brown University, and Professor G. A. Works, of Cornell University.

DR. A. J. DERBYSHIRE, director of the Citizens' Bureau, Utica, N. Y.; the Rev. John Haynes Holmes, author and social reformer, and Judge Charles W. Hoffman, of the Cincinnati Juvenile Court, will deliver addresses at Ohio Wesleyan University during the present semester under the auspices of the department of sociology. Dr. Derbyshire will speak February 28 and Dr. Holmes on April 11.

PROFESSOR E. D. ADAMS, of Stanford University, has asked to be relieved of the adminis-

trative work as head of the department of history which he had carried for fourteen years, because of his desire to devote more time both to his work as a director of the Hoover War Library and also to the preparation for publication of books for which he has been gathering material for many years. Professor Adams is succeeded by Professor Payson J. Treat, who has been teaching at Stanford since 1905.

PROFESSOR WILLIAM HENRY GOODYEAR, of the Brooklyn Institute of Arts and Sciences, died in New York on February 11, in his seventy-eighth year.

THE death is announced of Thomas A. Hillyer, professor of education in the Normal School at Minot, Tenn. Dr. Hillyer was for many years president of the normal school at Mayville and prior to that time director of the training school in the normal school at Moorhead.

ON January 10, the Thompson-Wolcott Home and School Association presented to the Frank V. Thompson School the portrait of Mr. Thompson, late superintendent of schools of the city of Boston. On the platform were Colonel Bogan, representing Mayor Curley, Superintendent of Schools, Dr. Jeremiah E. Burke, Assistant Superintendent William B. Snow, Mr. Archer M. Nickerson, principal of the Frank V. Thompson School, and Mr. Cornelius Van Schlagen, president of the Thompson-Wolcott Home and School Association. The portrait was formally presented by Mr. Van Schlagen, and accepted by Colonel Bogan on behalf of the city of Boston and by Mr. Nickerson for the school. The portrait was unveiled by Mr. Thompson's three little daughters, Adelaide, Helen and Willa. High tributes were paid by all speakers to the great and lasting service given by Mr. Thompson in his unselfish devotion to the cause of education.

MR. RAWDON LEVETT, former master of King Edward's School, Birmingham, England, a distinguished mathematician and "a schoolmaster of genius," died recently at the age of 78. The *London Times Educational Supplement* said of him editorially that "he started, with remarkable success, a reform in mathematical teaching which has gradually spread through the Eng-

TYTanch 3-1923

lish public school system. . . . He presented mathematics in such fashion that the intrinsic interest of the subject was revealed, and in his advocacy of a reformulation of fundamental principles in geometry and analysis alike he trod a road of educational advance of the first importance."

DR. HENRY S. LEHR, founder of Ohio Northern University and president of the university for more than 36 years, died on January 30, aged eighty-five years.

FELIX M. WARBURG and Mortimer L. Schiff, of New York City, have each contributed \$25,000 toward the \$1,000,000 fund which is being raised for the National Farm School at Doylestown, Pa., in connection with the twenty-fifth anniversary of the school.

AN association concerned with the care of mental defectives has been organized in Glasgow, Scotland, under the chairmanship of Sir Henry Keith. Reference was made by the chairman, at a recent meeting of the association, to the appointment of Mr. Kennedy Fraser, a psychologist, who will conduct a psychological clinic in Glasgow and will train teachers for work with mentally defective children. A special school for such children has been opened at Greenock, Scotland.

THE extent of the influenza epidemic in New York City is indicated by the fact that 2,000 teachers were away from school due to illness on a single day, February 19. Because of the lack of substitutes some 800 classes had to be dismissed.

A faculty committee at the University of Chicago has begun work on a limitation plan by which the student body will be restricted to a number which the institution's facilities will properly care for. This will not necessarily raise entrance requirements or work against the less brilliant student, according to a statement of Dean David A. Robertson. The university, which in twelve months in all departments now gives instruction to nearly 12,000 persons, has found its faculties overtaxed. What the solution will be or how soon some plan, if any is evolved, could not be stated, but Dean Robertson said that the major purposes of the institution, research and graduate work, must not be hampered.

THE Yale Corporation has voted on the unanimous recommendation of all the undergraduate faculties and of the university council to establish a single undergraduate faculty of arts and sciences composed of the permanent officers of the three undergraduate faculties. In the past Yale College, the Sheffield Scientific School and the freshman year have been administered separately, although dealing, through committees, in many cases, with matters of common concern.

STRICT enforcement of the school attendance laws in Pennsylvania is showing striking results, according to a report just made public by the Department of Public Instruction. In districts of the first class, the average daily attendance figures for 1921-22 show a numerical increase of 21,100 or 7.7 per cent.; in second class districts, a numerical increase of 39,349 or 29.4 per cent.; in third class districts, a numerical increase of 80,807 or 25.1 per cent.; in fourth class districts, a numerical increase of 47,055 or 9 per cent. The census figures for fourth class districts show a decrease of 23,770, but nevertheless due to the law enforcement, the enrollment in schools increased 6,016 and the daily attendance 47,055.

THE State Board of the Pennsylvania League of Women Voters, in a formal statement, has declared that "the women voters of Pennsylvania would regard it as unfortunate if any state administration should come to look upon public servants, notably in this instance the state superintendent of public instruction, as officials whose posts should become a part of the spoils of party success in every election. In the case of Dr. Finegan this question sharply arises, for the reason that the governor has deferred until June 1 a decision as to retaining or dismissing Dr. Finegan. Certain points are emphasized in this connection: (1) Until the question of Dr. Finegan's status is settled the Commonwealth is without the benefit of a fixed and stable executive policy for the public school system. (2) While the present uncertainty exists, the morale of the whole public school organization is lowered. (3) If Dr. Finegan, for example, is removed it will not be possible to secure as his successor a man of high standing and caliber for the reason that the latter would feel himself subject to the same uncertainty of

Curriculum