Chicago, April 14, 1915.

Dear Miss Gulliver:-

President Harry Pratt Judson, who is at present confined to the house by a heavy cold, desires me to acknowledge your letter of April 8th, and to say that he heartily agrees with you and is very much interested in any possible solution of the difficulty.

Very truly yours,

Secretary to the President.

D.A.R.-D.

Dr. Julia H. Gulliver
Rockford College
Rockford, Illinois.



ROCKFORD COLLEGE
Rockford, Illinois
JULIA H. GULLIVER, PH.D., LL.D.
PRESIDENT.

PRESIDENT'S OFFICE

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My dear President Judson:

At the banquet given to college presidents by the College Club in Chicago on March 27, it was my fate, along with others, to make an after-dinner speech. I am venturing to enclose a copy of it and will be pleased if you will read it and tell me whether you think there is anything practical in the suggestions therein contained. I hope it will not convey to your mind any angularity or disagreeableness of attitude on my part, because I am far from feeling anything of the kind. I suppose that it is generally conceited that we have to train the Ph.D.'s for several years before they really become good college teachers. I do not know whether it can be helped, but this paper is an attempt to offer a possible solution. I am sending it quite as much for the sake of getting information myself as for any other reason.

Very sincerely yours,

Julia H. Gulliver

President Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

Talk at Dinner for college presidents given by the
Chicago College Club, March 27, 1915.

A newspaper editor recently gave utterance to the following:

"They have discovered at this late date that whispering in school does not annoy the teachers." To which he thoughtfully adds: "we've got a rebate for seventeen lickings coming."

The choice of language, needless to say, is not mine, but the idea conveyed has suggested a query which I think is becoming somewhat insistent in the minds of college presidents: "Do not the universities owe the colleges a rebate for the Ph.D.'s they are sending us as teachers?"

Let me hasten to say that I am not suggesting this question in any spirit of ill-natured criticism. On the contrary, I think that all the colleges of Illinois, particularly, are deeply indebted to the universities in this state for their generous and cordial attitude of co-operation.

And yet, that there is "a sound of a going in the tops of the mulberry trees" as to the relationship between research and teaching, is indicated by the enlightening discussion of the subject in Science from 1909, 1914, beginning with Professor Ganong's important contribution. The very spirit of research striving as it does for "always something more and always something better" is not inimical to the inquiry whether a new stadium of progress is not just at hand in the training of post-graduate students who intend to become teachers.

At present, the main stress for all students who are aiming to take the doctor's degree is on original research, defined as the systematic application of the methods of science. The aim is to produce men and women who shall be able, according to Professor Woodward, to interpret the universe by actually adding something to the sum total of human knowledge.

Now, the discussion by a number of different scholars that I have cited, brings out certain facts.

1. That it is very far from being true that all those who receive their

doctor's degrees are by nature and ability competent investigators.

2. That there are not enough funds in all the existing research institutions in this country, even if these were increased by a score, to meet the needs of the multitude of competent investigators that <u>are</u> being produced.

Over against two million dollars invested in research institutions, we have one hundred million invested in degree-giving institutions. Some commercial opportunities for applied science are beginning to open up. But the crying need has been, is, and will continue to be for good teachers, and pressure is continually being brought to bear on the colleges to keep up their standards by giving their most important appointments to those that have the doctor's degree. I hold there is another standard quite as important and that is whether these doctors can teach. May I, therefore, submit the following questions?

1. May it not be that original research is overstressed in our post-graduate courses with a resulting loss of much good human material?

2. May not the methods of original research, while still applied to a given subject-matter, be also applied for those who mean to be teachers (according to Professor Ganong's suggestion) to scientific educational investigation, which shall investigate, for instance, the proper standardization of the different parts of our educational system from the elementary schools to the universities? I would add that a comparative study of the subject in hand with other allied subjects would not be unworthy of post-graduate work, so that we may have teachers that will not allow students to keep the different subjects they are studying in water-tight compartments in their minds, without any correlation whatsoever between them. Most important also is it, to my mind, to turn out teachers who, as President Butler puts it, shall make the sciences "more effective, more uplifting, more humanizing". In looking for a new instructor lately, I have used this to describe what I want, and the general impression I have received is that people don't know what I am talking about.

Real teachers can never be mere parrots. Who is more creative than Plato's ideal teacher? "So that if a virtuous soul have but a little comeliness, he (the teacher) will be content to love and tend him, and will search out and bring to the

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birth thoughts which may improve the young, until his beloved is compelled to contemplate and see the beauty of institutions and laws, and understand that all is of one kindred, and that personal beauty is only a trifle; and after laws and institutions he will lead him on to the sciences, that he may see their beauty, being not like a servant in love with the beauty of one youth or man or institution, himself a slave mean and calculating, but looking at the abundance of beauty and drawing towards the sea of beauty, and creating and beholding many fair and noble thoughts and notions in boundless love of wisdom: until at length he grows and waxes strong, and at last the vision is revealed to him of a single science, which is the science of beauty everywhere."

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