Printed in the University Record 1929

Return to Marion Talbot
5720 Kenwood Ave.
Chicago

The selection and organization of the faculty of the University of Chicago forms an interesting chapter in its history. An important phase was the selection of women to assist in the administration. The action which was taken soon resulted in the establishment for the first time of the office of dean of women. On February 25, 1892, ~~Mrs.~~ Miss Julia E. Bulkley, superintendent of schools in Plainfield, New Jersey, was elected by the trustees, associate professors, and Academic (later Junior) College Dean. She went almost immediately to Zurich, Switzerland to pursue a course of study for a degree. In 1895 she received the degree of doctor of philosophy and took up her residence at the University. In the interim her name had appeared in the published lists of the faculty as Associate Professor of Pedagogy and Dean (of Women) in the Academic Colleges. She remained in this position until 1899 when she became Dean in the College for Teachers. The following year she retired. In his search for an experienced administrator who would give especial aid in organising the life of the women students, President Harper realized that the outstanding woman in the country was Mrs. Alice Freeman Palmer, formerly President of Wellesley College. President Harper's efforts to secure her aid and to persuade her husband, Professor G. H. Palmer of Harvard College, to become head professor of philosophy, were not successful, but Mrs. Palmer agreed to give her assistance for a part of each year. On July 25, 1892, she received her app intment and thereafter for three years he name was published as Professor of History and Dean (of Women) in the Graduate School and College with a footnote as follows: "Mrs. Palmer will reside at the University in all twelve weeks during the year; she will, however, while absent retain an active share in the administration." Mrs. Palmer retained this position for three years. In the meantime, President Harper felt the need of having a woman permanently charged

with the duty of directing the academic, domestic, and social life of the women students and on August 31, 1892, the suggestion of Mrs. Palmer that Marion Talbot who had been her colleague in the early years of the Association of Collegiate Alumnae, be appointed to serve was adopted by the Trustees and Miss Talbot was made Assistant Professor of Sanitary Science and Dean (of Women) in the University (i.e. Senior) Colleges. Except during the comparatively short periods when Mrs. Palmer was in residence Miss Talbot took the entire responsibility including the registration of all women students. In 1895, she was promoted to an associate professorship and became Dean (of Women) in the Graduate Schools. In 1899 she was appointed Dean of Women. The announcements for 1897 and 1898 stated, "there are also two deans of women, one for the Graduate Schools and one for the Colleges." This was followed in 1899 with the statement, "there is also a Dean of Women." Miss Talbot was promoted to a professorship in 1905 and held this position and the deanship until her retirement in 1925. In the History of the University of Chicago, by Dr. T. W. Goodspeed, the following statement is made: "Alice Freeman Palmer was made Dean of Women on July 25, 1892 and on August 31, Marion Talbot was associated with her, succeeding her after Mrs. Palmer's valuable but necessarily temporary service." Strictly speaking as has been noted Mrs. Palmer was not Dean of Women. That term, without qualification, was used for the first time in academic history in 1899 when the appointment of Marion Talbot was made.

Marion Talbot.

Miss Marion Talbot, dean of women at the University of Chicago, was born in Boston in 1858. She received a rich intellectual heritage from both father and mother. Her father, as dean of the faculty of the department of medicine at Boston University from its opening in 1873 until his death was an able teacher and tactful administrator. He was a firm believer in co-education. Had he been less responsive to high ideals, Boston University would have missed the honor she now enjoys of having been the first of American institutions to provide and maintain a four year's course preliminary to a doctorate in medicine and surgery. Her mother, ~~Mrs.~~ Emily Talbot, was a woman of great initiative whose richest fruits were seen in her influence over young people — opening new paths to them and giving them courage and hope in forming and realizing high ideals of character and achievement. She founded the Boston Latin School for girls, the Association of Collegiate Alumnae, and the Round Table

of Boston. As secretary of the Educational department of the American Social Science association she consulted with Charles Darwin, and gave the first real impetus to child study in America. Miss Talbot, thus, as the daughter of two leading educators, received a rich intellectual heritage.

Repetition

Her own scholastic life is one of brilliant achievements. In 1880 she received the degree of bachelor of arts from Boston University; two years later the degree of master of arts from the same university, and in 1888 the degree of bachelor of science from the Massachusetts institute of Technology. After leaving college she did not know what to do. Her studies in psychology, metaphysics and philosophy interested her far more than the classics. ~~She was lecturer at Farell Seminary and instructor in domestic science at Wellesley College.~~ Her parents were extremely anxious that she apply her education to some cause. The year after college, however, was spent in travel, principally in New York, Baltimore and Washington, D.C. As she had influential friends at Washington, she was at the White House frequently, standing in the receiving line with President and Mrs Hayes on one occasion. On her return to Boston, she was made secretary, and later president of the Massachusetts Society for the University Education of Women. She was later an instructor at Farell Seminary and later, as

Skill

instructor in domestic science at Wellesley College. From Wellesley she came in 1892 to the University of Chicago to become assistant and then associate professor of sanitary science, and finally professor of household administration. In 1894 she received from Cornell College the honorary degree of ~~L.L.D.~~

Miss Talbot's preparation for the position of dean of women in the University of Chicago, however, was not limited to her scholastic achievements. For thirteen years as the secretary of the Collegiate Alumnae Association, and later as its president, Miss Talbot had an exceptional opportunity to know women of many different colleges, and ~~to~~ learn the different attitudes which these colleges took on the subject of women students.

Miss Talbot by virtue of both training and experience, therefore, was peculiarly fitted to organize the life of the women at the new University. Although she shared the title of dean of women with Mrs. Alice Freeman Palmer for the first three years, the burden of the organization of the life of the women fell on Miss Talbot, as Mrs. Palmer's periods of residence at the University were short.

Is this a fact?

This organization of the life of the women Miss Talbot based on three ~~principles~~ theories, namely: that there

should be absolute academic equality of men and women; that the women should have complete social freedom; and that while away from home women should enjoy a wholesome family life.

Miss Talbot encountered little opposition from the University authorities regarding the academic equality of men and women. The University of Chicago was the first institution to admit men and women on terms of absolute equality.

When quite young Miss Talbot heard Miss Lucy Larcom, who edited a paper in Lowell, speak. Miss Larcom said that women could never be great lyric poets unless free from conventions and intellectual restrictions. These words made a profound impression on Miss Talbot and greatly influenced her later attitude on the intellectual freedom of women. Miss Talbot was annoyed in the extreme by the many petty social regulations hindering the intellectual life of women at Boston University, and in formulating the organization of the life of the women at the University determined, in her own words, "to sweep away restrictions, and to leave the women free to work out their intellectual gifts." As a result of her theory the social life of the women at the University has been almost entirely unrestricted.

Why this in particular?

There are, of course, a few rules, but these are surprisingly few; the principal one being that organized social functions to which women are invited must be registered with the dean of women, that the place of entertainment be specified, that the chaperones must be named, and that such social affairs must be confined to the end of the week. Surely this rule is a very reasonable one. Miss Talbot assumes that the type of woman who comes to the University of Chicago is a strong woman intellectually, and as such is capable of regulating her own life socially. She is more than proud of the fact that this university is the only institution in which the S.H.V.C. were handled successfully, as far as the women were concerned. Miss Talbot is perfectly frank, however, in cases where she considers that a girl is on the wrong track. For instance, in cases where she sees a man around campus with a girl continually, she does not hesitate to tell the girl that if she cares anything about the man, her regard should first be for her work, that she should not tempt him to play with her when he should be working. Miss Talbot believes thoroughly in marriage, and is always pleased to hear of the engagement of a girl in green Hall, over which she presides.

A certain young lady who is now a sophomore at the University, whose father founded the Maroon, and whose parents were in the same class at the University feels rather indebted to Miss Talbot, who said to her father, after seeing him call evening after evening on her mother at Green Hall "Young man, what are your intentions?" And her father, says the daughter, proposed at the ~~first~~ earliest opportunity.

As regards the social life of the women at the University Miss Talbot has, furthermore, the ideal of perfect democracy. She feels that women's clubs prevent the complete realization of this ideal.

But in addition to academic equality and social freedom and democracy Miss Talbot has organized the dormitory system for University women on the basis of a generous family life. Miss Talbot takes an active part in the social life of Green Hall over which she presides. She is very fond of parties, and joins in a game of "chaf-in, chaf-out," or "farmer in the dell" with more zest than the girls. She takes a personal interest in every girl in the hall, and the girls sometimes feel that Miss Talbot knows more about them than their own mothers. The second night of college in

No? shows thrill

in each new quarter she always summons the freed girls in the hall to her room to eat peanuts and get acquainted with herself and each other. The big social events of the year in Green Hall is the annual faculty party and later the children's party for children of faculty members. Miss Talbot keeps these two events in mind all the time and frequently asks the girls for suggestions. I well remember a certain incident at the faculty party last spring. The guests and hostesses had just cleared the dining room, moved the piano and started to dance. But 11:30, the hour for all Saturday night University functions to adjourn had come and Miss Talbot clapped her hands, and announced that the party was over, and the guests must go home at once. I cite this incident because it is typical of Miss Talbot's firm conviction of adhering strictly to the letter of the law in the case of the very few rules that she has made.

The women of Green Hall consider it a liberal education to sit at ~~Miss Talbot's~~ her table, for ~~Miss Talbot~~ she makes a special effort not only to contribute generously to the conversation herself, but ~~by~~ questioning the women, to get them to talk

and to express their opinions on topics of current interest. Miss Talbot always reports an interesting assembly ~~off~~ forum that she has attended to her table, and discusses current events and questions of the day. She is thus a natural teacher, giving out all she possibly can to others, even at her recreational periods.

Women in Green Hall all discover, sooner or later, that Miss Talbot has a remarkable mind for details. In fact, they consider that this is one of her most unusual qualities. I might cite an ~~example~~ example from my own experience. The women in fire escape rooms at the time of the blizzard last winter were ~~not only~~ terribly annoyed by the snow and wind sifting thru the ~~doors~~ fire escape doors. A general complaint arose, and the women talked of intervening in Mr. Moulds. They did not believe that they ought to pay more rent than other women whose rooms were warm and comfortable. I intervened Miss Talbot on the subject. She replied in her characteristic fashion that she had nothing to do with that, that I would have to see Mr. Moulds.

I did not see Mr. Moulds, but an hour or two

later a carpenter appeared & nailed weather strips on my door, after which my room was perfectly comfortable. I knew that Miss Talbot would help us. She never gives you any apparent satisfaction, but always tenders the petticoat details of any matter concerning the welfare of the women in the hall. Her assumed indifference is simply her unostentatious way of doing things.

Since 1913, Miss Talbot has owned a cottage on Squam Lake, Holderness, N.H. where she spends the entire summer and completely relaxes from her arduous duties of the winter. It is here that she gains the unbounded energy which is a marvel to her winter associates. She has always had two University girls with her for the summer who come to know her very intimately. One of them, who happens to be her private secretary, tells me that Miss Talbot is a wonderful cook, and loves to cook.

"She can take anything, and make it taste good, says my friend. "You'd think it was going to be an awful mess, but it would be wonderful."

"Her cottage is like a doll's house", continued my friend. "The whole cottage is planned to save steps. It is simply another example of Miss Talbot's efficiency. She loves efficiency, and keeps it in the

back of her head all the time." She is particularly fond of mechanical carpenter jobs, ~~She is~~ extremely active, and never ~~stays~~ still long. She knows, and sews, and plays the piano a great deal in her cottage on Squam Lake. ~~She~~ plays beautifully always pretty ~~pretty~~ pieces, like Mendelssohn's "Minuet". Although she prefers to be quiet she keeps on good terms with her neighbors at Squam Lake."

My friend says that there is a side of Miss Talbot that most people do not know; that she grows extremely fond of people. Her friendship with Miss Freckenridge, the assistant dean of women in the University, is truly beautiful.

K

In her capacity as secretary to Miss Talbot my friend has become convinced, as all have who know her, that Miss Talbot has remarkable executive ability, a marvelous mind for details, efficiency developed to the 4th degree and above all believes in fairness. ~~The~~ my friend believes that ~~it is not~~ tolerance is an acquired, rather than a natural trait of Miss Talbot's. In order to be fair which she believes in above all things she was inclined, ~~when~~ years ago, to see only one side of a question but time has broadened her outlook. You might call her

Too much my friend

autocrat, for she always gets her own way — or what she sets out to get. But this is mostly efficiency. If things go against her, my friend says she always gets at least a part of what she set out to get. Determination is a dominating characteristic. But Miss Talbot has a very fair reason for insisting that things go her way, for her way is the right way. She thinks everything through very carefully, considering it from all possible angles before determining on her policy, and when she reaches a conclusion which she aims first of all to have a fair one, never wavers; but in spite of any possible opposition, remains firm in her original decision. By so doing she is able to enforce those policies, which she knows are fair and just, and to win the admiration of all who truly know her." The University is indeed fortunate in having such a woman as dean of women. ~~in its formative period~~, for to her judgment and foresight are due the unique intellectual and social freedom that the women of this University enjoy.

Genevieve Blanchard
Eng. 4 B.
Jan. 28, 1919.

Excellent in many ways but not concrete enough, not enough of a study, not free from the tone of conventional eulogy.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF PHILOSOPHY

JAMES H. TUFTS

Feb 17 [1911]

Dear Miss Talbot.

I felt that while the trustees under existing organization had a right to their own opinion it was discourteous of the Senate to make no report. But I don't know whether anything would now be gained by reopening the matter after five years. I do not take any interest in the hon. degree matter for the coming June. – But most of the Faculty seem to think it will be discourteous to guests etc if none are conferred. The only Philosopher that I shd be interested in for Ph.D. would be Dewey and as he is out of the question I don't expect to recommend others – unless possibly one of our Ph.D's for an Sc.D.

Sincerely
J H Tufts

The University Senate - January I4, I9II

"Upon motion by Mr. Small, seconded by Mr. Tufts, unanimous consent was asked to consider the conferring of a third degree of LL. D. at the March Convocation. Objection was made on the ground of irregular procedure."

The University Senate - January 2I, I9II

"This meeting was called to consider a further report from the Committee of the Senate on Honarary Degrees. This report recommended the conferring of the degree of LL.D. The recommendation was approved by the Senate as a recommendation to the Board of Trustees.

"At the next regular meeting of the Senate the question of taking vote by ballot on recommendations to confer honarary degrees will be presented."

The University Senate - February 25, I9II

"The President announced that the Trustees have confirmed the recommendations made by the Senate that the honorary degree of LL.D. be conferred upon Mr. Fred T. Gates and Professor George E. Vincent, and the honorary degree of D.D. upon the Reverend John Clifford."

"Notice was given at the last meeting of the Senate that a motion would be introduced at this meeting that votes upon recommendations to confer honorary degrees be taken by ballot. This motion was made by Mr. Mathews and unanimously carried."

Pecatonica Ill April 18th 1911

Marion Talbot Dean of Women
University of Chicago.

Dear Madam.

Your last letter bearing date Nov 25th 1910, had these words at its conclusion, "And with a hope of hearing from you again" etc. So I will make no apology for writing you again on the subject of my Daughters proposed course at the University.

As you may know she returned to Rosewood Hall some two weeks since to resume the work so abruptly broken off a year ago, and we still consider her prospects as a student at the U of C and the benefits to be derived from a four years course, as among the most important undertakings that we, as a family have assumed.

We are still undecided as to what she should study, the people of this great Mississippi Valley it seems to me, are centering their efforts on a single object which you may have observed, is the accumulation of wealth, the passion for barter and exchange bids fair to

eclipse all else and if we continue the present day business methods, is there not great danger that the most of us will fail, after a little while, to appreciate culture, mental embellishment, or training of any sort that can not be made use of in the canning room,

I am an enthusiast. I try to grow enthusiastic in any thing that is worth the while to engage in, I long for someone to write a truly great poem in these latter days, perhaps you may know of one. I certainly do not, nor do I know very many people who would appreciate one if it should appear.

I listen almost in vain for a flow of eloquence from the pulpit or the lecture platform, nor I wonder at times, if bursts of sentiment and enthusiasm over the sublime and the beautiful in life will not be frowned upon by the average man, or woman who shall follow in our footsteps.

I hope I may never become entirely pessimistic, I want to remain as I now am, a plain unassuming man. free to indulge in dreams which perhaps, I may never be able to

shape into realities, but which strengthen my hope meanwhile,
I am quite sure You will applaud my efforts to keep my Daughter in the University until she shall have become Educated well beyond the point where the average girl abandons the task,
And I feel equally confident that You will not wonder when I express myself, as being inclined to want my Daughter to leave the U of C — With Enough Practical training to enable her to make her progress in the World unaided in a Pecuniary way, assuming of course, that she had a fair share of common sense to start with.
And just here, I imagine, You are beginning to wonder why I need write all this to You substantially as I wrote you before,
You asked for Co-operation on the part of Parents, in a Circular letter sent to us when Mabel began at your institution, and I have tried to show You the importance from a home standpoint, of the move she has made, We sincerely hope You will become well acquainted with her and that she will feel free to confer with You frequently on the

all important question of What to Study and Why she should study it.
Occasionally, I have shown a lack of appreciation for Greek, Latin, French Etc, and I fear it will always be impossible for me to see where in those studies will be beneficial for girls of moderate means, except it be to make them teachers of other girls who may follow after them more or less blindly.
Please do not consider that I expect you to answer this clumsy effort in behalf of my daughter. You have already assured me of more than an ordinary interest not only in her, but all other girls who are trying to build for themselves, that which can place them on the higher plane of existance.
I remain very respectfully
Jno. De La Mater

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

OFFICE OF THE DEAN

February 28th, 1913.

My dear Miss Talbot:

I am a good deal disturbed by your letter of February 27th. I trust that you can make it convenient to drop into my office and let us discuss some of the issues presented, some time in the near future.

Yours very truly,

James R. Angell

Dean

JRA/n

MF

2618 Lake View Avenue
January 20. 1916.

My dear Miss Talbot –

Thank you for sending the Social Census Schedules I will return them presently.

Since my talk with you the other evening I have thought considerably about an Alumnae "Rides" organization, and have wondered if it would not be possible this next June to make a special effort to hand the Rides of the past twenty five years back for the dedication of Ida Noyes Hall, and for them to have some share in it, in Cap and Gown; and perhaps at that time to form some permanent organization .. With the agitation for the abolishment of Clubs I feel strongly, that there should be ~~some~~ launched at the same time, some

construction plans -

May I take the matter up with Mr Field as Grand Marshal, or with the President or with you - I will do no more until I hear from you. It would probably be quite easy to form a Committee of Girls alumnae of the different years, to act on any plan thought suitable by you -

I have the matter very much at heart and hope it will meet with your approval - This new Woman's Building has been so much in the minds and hopes of the past generations that I think they should be officially represented if possible -

I am down at the University about once a week and could arrange to come in to see you if convenient for you -

Sincerely yours
Letitia Fyffe

The University of Chicago
Department of Hygiene and Bacteriology

December 19,1916.

My dear Miss Talbot:-

Mr. Angell has referred to me your letter of December 14. It is my understanding that in all such cases as you mention, namely, accident, suspected contagion, mental derangement, etc., Doctor Reed as Health Officer should be immediately notified, since I understand that the direct executive responsibility rests with him. In many instances it will be obviously fitting that Doctor Young should also be notified. The supervision of contagion is plainly a matter for cooperation. I should suppose also that in certain cases of accident Doctor Young might be more immediately accessible than Doctor Reed. General control and responsibility, however, are centered in Doctor Reed's office.

Carbon copies of this letter are being sent to the Heads of Women's Houses as you request.

Sincerely yours,

Edwin O. Jordan

The University of Chicago
The Faculties of Arts, Literature, and Science
OFFICE OF THE DEAN

February 2, 1917.

My dear Miss Talbot:

You raised with me recently a question about our requirements of students in the matter of swimming.

I had the point looked up, and there is no record of any Faculty regulation about the matter. Nor does there appear to be any specific Faculty legislation regarding physical examinations. The statement made in the Register apparently emanates from the Department of Physical Culture, and so far as concerns swimming is entirely of their devising. Our requirement for regular exercise, for which students are obliged by the Deans' Offices to report, of course carries with it by implication the demand for a preliminary physical examination. Summons for these physical examinations are issued on special blanks, that for women carrying the seal of the Office of the Medical Adviser for Women, Lexington Gymnasium.

Yours very truly,

JRA/C

James R. Angell
Dean.

May 12, 1917

The University of Chicago

Office of the Dean of Women

The Com was appointed to consider the cases of candidates for the Master's degree who find it desirable to cross the bounds of present departmental organizations for the purpose of making up combinations of courses provided by the S. of E.

The University of Chicago

Office of the Dean of Women

It is accordingly recommended that the Com. of the Grad Faculties on the Masters degree be enlarged by the addition of a representative of the S of E. and that this Com. be authorized to approve groups of courses of the type described. This Com. shall also be authorized to approve the supervision by members of the faculties of theses prepared by students pursuing such combination groups and to designate the subject in which the degree shall be awarded, provided that the Com. shall in no case allow a degree to be designated by the name of a dept of the Univ. without the consent of that dept.

The University of Chicago

Office of the Dean of Women

May 12, 1917

It was voted that it is the judgment of the Faculties that representatives of the Div. School and the S of C, A. should be added to the Com. on Master's degrees

The University of Chicago

Office of the Recorder

February 15, 1917.

To the Heads of Departments:

At the meeting of the Faculties of the Graduate Schools held Saturday, February 10, Dean Small presented the report of his committee on the relation of courses in Education to courses in other departments for the master's degree. After discussion, it was voted that action on the report be postponed until the next meeting of the Faculties, and that meanwhile a copy of it be sent to the head of each department.

In accordance with the action indicated, I enclose herewith a copy of the report for your consideration. The next meeting of the Faculties will be held Saturday, March 10, at 11:00 A. M., in Room E41 of Harper Memorial Library.

Yours very truly,

Walter A. Payne,

University Recorder.

Final action taken May 12, 1917.

At its meeting in December the Graduate Faculties appointed a committee to consider the cases of candidates for the Master's degree who find it desirable to cross the bounds of present departmental organizations for the purpose of making up combinations of courses which shall include Education or other graduate courses provided by the School of Education.

Typical cases of this kind are the following.

A candidate for an advanced degree in Latin finds that it is necessary, if he is to teach in a certain class of high schools, to take courses in the methods of teaching Latin and also courses in the organization of secondary education.

A teacher in science who wishes to become a supervisor in elementary schools finds that he requires advanced courses in nature study which draws its materials from more than one field of science; and at the same time he requires courses in the organization of the curriculum.

In each of these cases a combination of courses can be arranged which is entirely rational, but the candidate is subjected at the present time to the necessity of consulting a number of people and there is often discouraging delay in exchanging the communications between departments which are necessary to make the final program regular.

In some of the cases it is doubtless wise to require that the candidate take more than the eight majors which constitute the minimum requirement for the Master's degree. Even in such cases, however, where the adjustment of courses is simple, there are complications regarding the thesis, which may often be in the pedagogical field, while a considerable number of the courses are strictly subject matter courses.

Furthermore, if the University is to co-operate with the better high schools in promoting a movement to require advanced work in the graduate school as a condition for appointment to good secondary positions, the way must be left open for the administration of the Master's degree without excessive requirements above the minimum and without undue insistence on conformity to present departmental lines within the University.

It is accordingly recommended that the Committee of the Graduate Faculties on the Master's Degree be enlarged by the addition of a representative of the School of Education and that this Committee be authorized to approve sequences of courses of the type described. This Committee shall also be authorized to designate members of the Faculties to whom will be assigned the supervision of thesesprepared by students pursuing such combination sequences.

Signed Albion W. Small, Chairman
Rollin D. Salisbury
James R. Angell
James H. Tufts
Charles H. Judd

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In some of the cases it is doubtless wise to require that the candidate take more than the eight majors which constitute the minimum requirement for the Master's degree. Even in such cases, however, where the adjustment of courses is simple, there are complications regarding the thesis, which may often be in the pedagogical field, while a considerable number of the courses are strictly subject matter courses.

Further more, if the University is to co-operate with the better high schools in promoting a movement to require advanced work in the graduate school as a condition for appointment to good secondary positions, the way must be left open for the administration of the Master's degree without excessive requirements above the minimum and without undue insistence on conformity to present departmental lines within the University.

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Signed Albion W. Small, Chairman
Rollin D. Salisbury
James R. Angell
James H. Tufts
Charles H. Judd

Newnham College
Cambridge

Sept. 10. 09

Dear Madam

I am venturing to write to you on behalf of a Committee of women from Girton & Newnham Colleges to ask if you will be so very good as to give us some information as to the position of women at the University of Chicago. The question as to the admission of women to the membership of the University of Cambridge & consequently to the degrees has been raised lately by some members of the University

will shortly be brought before the Senate. The opponents of the proposal have put forward among other arguments against it, the statement that in certain ~~other~~ of the American Universities the women students are ~~not admitted on the same terms as~~ men but that separate arrangements are made for them, that this has been found the most satisfactory method. In particular it has been stated that "at Chicago which started as a mixed University there is now a separate organization for women students".

We should be extremely grateful to you if you would be so kind as to tell us how far this statement correctly represents the facts & what is the position of women students in the University of Chicago.

In England women students are admitted on equal terms with men in all the Universities except Oxford & Cambridge, but as it is only at these two that students are required to reside during their course in colleges forming part of the University the conditions are not comparable.

We are therefore anxious to learn

What is
the experience of other universities
where both men & women students
reside in colleges belonging to the university
or under the university itself & to learn
whether this or has not been found
to work satisfactorily for the men
& women students to be on precisely
the same footing in the university

I trust you will forgive me for
troubling you with these questions
as it will be of the greatest service
to us in our effort to secure fuller
opportunities for women students
to obtain authoritative information
on these matters.

Yours faithfully
B. A. Clough
Vice Principal of
Newnham College

Miss Talbot
Dean of Women
Chicago University of Chicago.

May 16, 1918.

President Harry Pratt Judson,

The University of Chicago.

Dear Sir:

In accordance with your instructions we beg leave to submit the following report:

There are three general lines along which modifications of our procedure in regard to the education of women may be made.

(1). Through an exhaustive study of the educational needs of women as developed by the recent rapid changes in their interests, obligations, and forms of activity, such studies undoubtedly leading to profound alterations in our educational procedure for men as well as women.

(2). Through the recognition of various kinds of services rendered by women in war time and their evaluation in terms of academic credit, as is the case with military training and service.

(3). Through the immediate adoption of a curriculum which would be required of all women students who show no interests serving as a basis for choice of sequences or for the formulation of coherent and rational programs of study. Such a curriculum should include courses dealing with (a) knowledge of the physical world, the home of mankind, presumably 4 to 6 majors in physiography or geology, physics and chemistry, and 2 or 3 majors in the biological sciences; (b) knowledge about the course of events through which men have passed, including history and literature, 5 to 10 majors; (c) knowledge concerning the operations of the more important divisions of human institutions, including courses in economics, political science, household administration, hygiene, social amelioration, education, art, religion, 5 to 10 majors; (d) knowledge of the agencies men must employ in carrying on the activities of life, including psychology, logic, and language, 5 to 10 majors; (e) a knowledge of general views centering about the ideals of life, including philosophy, ethics, and sociology, 3 to 6 majors. Such a curriculum should not necessarily interfere with present freshman work and could be interrupted at any time that a student presented evidence of a rational desire to specialize along any given line.

Respectfully submitted

(Signed) Marion Talbot
Edith Foster Flint

May 16, 1918.

President Harry Pratt Judson,

The University of Chicago.

Dear Sir:

In accordance with your instructions we beg leave to submit the following report:

There are three general lines along which modifications of our procedure in regard to the education of women may be made.

(1). Through an exhaustive study of the educational needs of women as developed by the recent rapid changes in their interests, obligations, and forms of activity, such studies undoubtedly leading to profound alterations in our educational procedure for men as well as women.

(2). Through the recognition of various kinds of services rendered by women in war time and their evaluation in terms of academic credit, as is the case with military training and service.

(3). Through the immediate adoption of a curriculum which would be required of all women students who show no interests serving as a basis for choice of sequences or for the formulation of coherent and rational programs of study. Such a curriculum should include courses dealing with (a) ~~a~~ knowledge of the physical world, the home of mankind, presumably 4 to 6 majors in physiography or geology, physics and chemistry, and 2 or 3

majors in the biological sciences; (b) ~~a~~ knowledge about the course of events through which men have passed, including history and literature, 5 to 10 majors; (c) ~~a~~ knowledge concerning the operations of the more important divisions of human institutions, including courses in economics, political science, household administration, hygiene, social amelioration, education, art, religion, 5 to 10 majors; (d) ~~a~~ knowledge of the agencies men must employ in carrying on the activities of life, including psychology, logic, and language, 5 to 10 majors; (e) ~~a~~ knowledge of general views centering ~~about~~ in the ideals of life, including philosophy, ethics, and sociology, 3 to 6 majors. Such a curriculum should not necessarily interfere with present freshman work and could be interrupted at any time that a student presented evidence of a rational desire to specialize along any given line.

December 18, 1919

Dear Miss Clough:

I wonder if the statement which I enclose explains in any way my delay in responding to your request. I have had to make quite a little search among our archives in order to secure the material, and the pressure of work day by day has made it difficult for me to prepare the statement. I have tried to present the facts in an entirely objective way, although the memory of the struggle, a bitter, heated and prolonged one, is still very vivid. There are a few impressions which may interest you.

The men of the University have for the most part been trained in schools where many teachers are women and a large proportion of the students are girls, and it seems to them entirely natural to have the same conditions in the University. I have noticed that when the different deans, men and women, are engaged in registering students, the men students go quite simply and naturally to the women deans if they wish information or help. Testimony comes in continually, and from many sources, that far from lowering the standard of scholarship, the influence of women students has been such as to raise it. This is shown more directly from two angles. The proportion of women students reported for unsatisfactory work is distinctly lower than that of men, and at the other end, the proportion of women winning honors is higher. I may add that this is perhaps a source of embarrassment to some of the men who emphasize sex lines.

The administration of students' academic work is divided among the deans in such a way that three women and one man direct the work of women students only, while the other deans, all of them men, direct the work of both men and women. I could go on and give you many more details of our form of organization but I doubt if they would be of value to you. If, however, you care for any further information I will most gladly furnish it and I am quite sure that you will receive a more prompt reply.

Very truly,

May I add that I hope to see the day when the ladies of Oxford & Cam will be admitted to the rooms of Eng. The delay in giving this recognition to them is difficult to date, says Dundee and

Statement Concerning the Subject of Providing
Separate Instruction for the Sexes in the Junior
College Subjects of the University of Chicago.

When the University of Chicago was opened in October, 1892, the proportion of women students to men students was rather small. Various causes led to ~~the~~ a rapid increase in the number of women students. The University offered exceptionally fine opportunities to women, whereas the facilities and attractions for men were not, during the early years of the University, distinctly superior to those offered by several other institutions. The number of women students gradually approximated the number of men undergraduates.

In July, 1900, the University Congregation discussed the question: "Resolved, that better educational results would be secured in the University by teaching the sexes in separate classes." This recommendation was later modified to read as follows: "Resolved, that better educational results would be secured in the Junior Colleges by teaching persons of the two sexes in separate classes." In February, 1902, the Senate was asked to vote on the question as to whether the members would advise the Trustees to accept a large gift of money for the erection of buildings, including recitation halls and laboratories, to be used exclusively for women. It was not appreciated at first that an important educational question could not be discussed wisely in connection with the acceptance of a gift. During a long series of meetings of faculties, Senate, Congregation and Trustees, the question was seriously and actively debated. On October 22, 1902, the Trustees voted (ayes 13, nays 3, absent and not voting, 5) that in the development of Junior College instruction provision be made, as far as possible, for separate sections for men and women. It will be noted that this form is somewhat modified from the original proposition.

The new method was immediately put into effect. The matter has

never been brought before the faculty for further discussion but there seems to be a tacit agreement that any possible advantages inherent in the system are more than offset by its disadvantages, and as the system was not compulsory it has gradually disappeared. During the present quarter, of the 62 Junior College courses offered, not one is entirely segregated, and only two are partially segregated. One course in English has 10 mixed sections, 9 men's sections and 7 women's sections. Another course in English has 5 mixed sections, 4 men's sections and 3 women's sections. This is all that remains of segregation, except physical training and chapel exercises. In the latter case some division is necessary on account of the inadequacy of the space to accommodate all the students, and a division by sexes seems as rational as any.

It is interesting to note that the proportion of men has steadily increased. It would be absurd to attribute this to the gradual disappearance of segregation, just as in the opinion of some the decrease in proportion of men was never due, in any considerable measure, to co-education. The University has gradually developed its resources in ways which seem to meet the needs of men more effectively. A distinct increase has taken place in such courses as lead to medicine, law and business of various types. A well appointed club house has been established and opportunities for physical exercise have been greatly enlarged. During the present quarter the registration of men students in the Junior College is 888, of women students, 608. Men thus constitute 60% of the total number of Junior College students. In the quadrangles as a whole there are 2696 men and 1712 women, the proportion of men being about 61%, and of women, 39%.

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

OFFICE OF THE DEAN

February 11, 1919

My dear Miss Talbot:

I have sent forward to President Judson your suggestions just received regarding the procedure in the selection of the heads of Women's Halls.

I think your proposals are well considered and would be found practicable. I am not wholly clear in my own mind that the President entertains the view of the function of the Dean of Women in this matter which is implied in your plan. However, I have requested him to inform you as to his view of the entire matter.

Yours very truly,

JRA/C

Dean.

The University of Chicago

DEPARTMENT OF
ROMANCE LANGUAGES AND LITERATURES

August 13, 1920.

Dear Miss Talbot:

I am glad to state that our A.A.U.P. Committee after much thought, the examination of a number of books and articles bearing on the subject, a general session of the Committee, and some subsequent correspondence, has drawn up a report, of which I enclose a copy herewith.

It is my intention to present the report in its present form to a meeting of the branch of the A.A.U.P. to be held during the Autumn Quarter.

Very sincerely yours,

EHW-FW

Ernest H. Wilkins

May 28 1921 48 came

yes

Baby Party List.

~~Catherine and Muriel Ayres.~~
~~1154 E.62" St.~~

Dorothy and Jean Barrows
6126 Ingleside Ave.

Ermine and Theodore Bartelmez. mother and Jenny. children called
~~1111 E.54" Place~~ care of Mrs Bladfield
6009 Kimbark

Elizabeth and Ames Bliss
5625 Kenwood Ave.

Astrid Breasted
5615 University Ave.

Margaret Ann born Dec 21
Mary Jane Breed
~~Frederick Breed~~
5476 University Ave.

Rudolph and Rhoda Bretz
10750 S.Western Ave.

~~Paul Cannon~~
~~5430 Kimbark Ave.~~

~~Alvin Carlson~~
~~5228 Greenwood Ave.~~

Virginia Carr
5544 Kenwood Ave.

~~Mary Etta Carr~~
~~5722 Kenwood Ave.~~

Mary Coleman
5712 Dorchester Ave.

Prudence Coulter born 1921

Rosalind and Jean Cragun
6120 University Ave.

David Crocker care of Prof. Wm. Crocker
~~6126 Ellis Ave.~~
Homewood Ill

Ellen and Eveline Cross
5329 Kimbark Ave.

8

Rosamund and Marjorie Dargan
5627 Dorchester Ave.

Helen Douglas
5527 Kimbark Ave

Newton C, Edwards
6033 Ellis Ave.

James A. Field, Jr. + baby ?
5642 Kenwood Ave.

~~Damon~~

Elizabeth Fuller
~~5543~~ Dorchester Ave.
5643

Nancy Freund
5730 Woodlawn Ave.

Damon Fuller
5643 Dorchester Ave.

Margaret Goettsch
6015 Kimbark Ave.

Cynthia, ~~Victoria~~, and Caroline Grabo
5717 Kenwood Ave.

Margaret and Frederick Hardy
6116 Woodlawn Ave.

~~Margaret and~~ Barbara Marshall
1320 E.56" St.

✓ Harold Marr

Robert James Merriam
6041 University Ave.

Margaret Merrifield
5626 Kimbark Ave.

✓ 6th year 1921

Max F.Millikan
5605 Woodlawn Ave.

~~Morris Morton~~
~~5427 University Ave~~

Charles H.Moulds
5739 Kimbark Ave.

?

Jack and ✓ Barbara Moulton
~~5545 Kenwood~~ Ave.
5630 Kimbark

✓ Paul Norton + baby 1921
1209 E. 60th St

✓ ✓
Elizabeth and Carolyn Plimpton
6027 University Ave.

Richard Prescott
~~5524 Kimbark~~ Ave.
5523 Dorchester

Thomas Reed
5636 Blackstone Ave.

✓

David Allan Robertson 111
~~5470 Greenwood~~ Ave.
5761 Blackstone

Jane Hodge
5430 Drexel Ave.

~~Katherine Hoffer~~
~~5708 Drexel Ave.~~

Carl and Billy Huth
5346 Drexel Ave.

Margaret Helen and Jean Cameron Jernegan
5447 Greenwood Ave.

Philip and Edward Joransen
1029 E.62"St.

Harriet and Wellington D.(Jr.) Jones
5618 Kimbark Ave.

~~Helene Kantor~~
~~955 E.54" Place~~

~~Margaret Knott~~
~~6126 Greenwood Ave.~~
Kirwan Krueger
6047 Ellis Ave

~~Mary Elizabeth Koppins~~
5464 University Ave.
Henry Lemon
5642 Kimbark Ave

Hilmar, Mary, and Paul Luckhardt
5216 Greenwood Ave.

Richard and David Lyon
~~5428~~ Woodlawn Ave.
6011
Kenneth macalister

John Manchester
~~5433 University Ave.~~
1209 E. 60 St

~~Fred Terry(Jr.),Lewis,and Margaret Rogers~~

~~910 E.56" St.~~

Allan
(Herman) Schlessinger
5813 Blackstone Ave.

& Anne Marie

Marie Louise Schoell
~~5122 University Ave.~~
1137 Hyde Park Boul.

John Scott Stevens
~~5439 University Ave.~~
1220 E. 57th St

Anne Stevens

Bessie and Howard Tatum
5527 Kimbark Ave.

Philip and Milton Tryon
1329 E.54" St.

Van Dyke
1078 E 54 St

Gideon Robbins Wells
1233 E.56"St.

Jack Weeter

~~5521 Drexel~~ Ave.
6009 Woodlawn

Dorothy and Cora Wells
5540 University Ave.

Robert Lewis Wendt
5463 Cornell Ave.

Natalie Wygant
5637 Dorchester Ave.

Jean Woodward
1722 E.56"St.

Clarence Lee Young
~~1014 E.61" St.~~
817 E.58th

Grading system

Talbot

OFFICE OF THE RECORDER

November 21, 1924

A meeting of the Executive Board of the Colleges of Arts, Literature, and Science will be held in Room 116, Cobb Hall, Monday, November 24, at 2:00 P.M., to consider pending recommendations on "A Plan for a Simplified Grading System".

On suggestion of the Vice-president and Dean of Faculties, the accompanying mimeographed sheets are enclosed for the consideration of the members of the Board.

The following order of procedure is proposed:

MOVED, that it is the sense of this Board that either a grading system having four passing grades ~~above passing~~ or a grading system having three passing grades ~~above passing~~ is preferable to the present system.

MOVED, that it is the sense of this Board that a grading system having three passing grades ~~above passing~~ is preferable to a grading system having four passing grades ~~above passing~~.

MOVED, that this Board, while recognizing the concern of the other undergraduate colleges in the grading system, believes that in this case the Colleges of Arts, Literature, and Science should act independently according to its statutory right, with the expectation that if differences develop between this college and other colleges, they will be adjusted by the regular statutory method.

MOVED, that this Board recommend to the Faculty the adoption of the system set forth in the document called "A Plan for a Simplified Grading System".

MOVED, that the Committee be empowered to make such changes in the form of the document as may seem desirable in view of the present discussion.

Walter A. Payne
UNIVERSITY RECORDER

12 - 1 - 1909

THE UNIVERSITY OF CHICAGO

OFFICE OF THE DEAN OF THE FACULTIES

Dear Twin Talbot:

I am a good deal disturbed at what I see and hear regarding the relations of our boys and girls to one another. It seems to me that our morale, so far at all events as concerns external appearances,

but we know your conjugal judge-
ment regarding the matter. If
you act also again with me, I should
urge rather radical measures,
~~the~~ which must of course originate
among the girls themselves. May

is very much improved. There
is much more loitering
around the corridors, more
talking in the libraries
and in general more
evidence of the kind of
thing which I thought
we were going free of.

I wish you would
consult Mrs Wallace
and Mrs. Flint &

on really ~~of course~~ in

final control of the

situation. Hastily

but —

Yours

James R. Angell

SEX EDUCATION IN THE COLLEGES

Two conferences to consider the question of sex education in the colleges met on January 10th and 24th at the National Board of the Young Womens Christian Associations. The emphasis was put on the colleges in these special conferences because the Y.W.C.A. desired further immediate light on the work it was doing there, not because it did not recognize the importance of sex education for younger boys and girls.

Those who were present at the first Conference made up a somewhat different group from those who were present at the second. The subject matter was, therefore, taken up in a different way on the two occasions, but both Conferences supplemented each other very satisfactorily.

Most of the Eastern Colleges, both men's and women's, were represented at one or both of these Conferences, although the topic was considered with especial reference to women.

The experience of the Young Womens Christian Associations has led them more and more in their lectures in the colleges to decrease the emphasis put upon Prostitution and Venereal Disease, feeling that a discussion of these subjects, would not seriously make for their abolishing and did not in the least affect the comprehension on the part of the girl of her own emotional problems.

The emphasis more and more was put on a consideration of those conscious problems that were seriously affecting the college girl, in an effort to lead her to increasing understanding of and responsibility for her own sexual life. The Conference took up the discussion therefore, from this angle mainly.

The following statement aims to set forth briefly those points on which concensus of opinion was developed in course of the discussion:

1. <u>There is great need in the majority of the colleges at the present time for more satisfactory sex education.</u>

This is shown chiefly by the inner conflicts from which many students suffer during their college years and which are often times expressed freely to a physician visiting the college for only a short time and lecturing on sex.

Talbot

SEX EDUCATION IN THE COLLEGES

The National Board of the Young Women's Christian Associations during the period of the war, sent out into the colleges 19 women physicians to lecture to the women students on the subject of sex. These lecturers entered 247 colleges, gave some 1000 lectures to a total attendance of some 225,000 girls.

Following the war the National Board desired to withdraw its lecturers, but not until it had formulated in condensed form, the results of its extensive experience, in the hope that these findings might be of some use to the colleges in shaping their future policies.

It was with a desire to bring Educators nearer together in their thinking on the subject and to crystallize its own thoughts that the Bureau of Social Educational called together the four Conferences, a brief report of which is appended.

These Conferences served to confirm and elaborate the point of view of the National Board which might be most briefly expressed as follows:

(1) If girls are not taught the scientific facts of reproduction during childhood or school years, they should be given opportunity to learn them at college. Yet, as the lecturing physician testified, many girls enter college uninformed or misinformed and may leave college knowing little more.

(2) Many girls are reaching out for the type of instruction that will give them some knowledge that will help them to attain control of their emotions. Much of the sickness in any college group is due to psychical, rather than physical causes; to emotional conflicts, rather than "overwork". In short the students feel a need which is not only consciously felt by many, but is practically demonstrated by some of the symptons of illness from which they suffer.

(3) The psychology department cannot meet the problems among the students, because it had not developed the definite knowledge to present to classes. To deal with girls who are ill, as individuals, would seem at present not the function of a psychology department.

FOURTH CONFERENCE OF SEX EDUCATION

AT THE UNIVERSITY OF CALIFORNIA - SOUTHERN DIVISION

March 13, 1920

The fourth and last Conference to consider the subject of Sex Education in the Colleges, held under the auspices of the National Board of the Young Women's Christian Association, met at Los Angeles on March 13, 1920.

This Conference brought up for consideration the same general points discussed in the previous Conferences, with however, different emphasis.

More stress was put upon the need of a change in the curriculum, which would give to the individual student greater opportunity to adjust his course to the line of his interest. We need a type of academic work which will make more of an appeal to the imagination of the average student and will stir his enthusiasm. Physical Education, of the Recreational variety, and enough of it would help solve sexual problems.

A possible course in psychology was suggested rather as a pre-medical course, which might however, be later opened to upperclassmen. Its aim would be to give to medical students the knowledge of psychology they will later find of use in their actual practice. This course will be given probably next year at one of the California Universities and will take up many of the problems concerned with the adjustment of the individual to life.

The actual way in which the subject of sex might be presented was brought out at this Conference in a way that had not been done at the other Conferences. This was because the Normal Schools of California were represented as they had not been in the East and Middle West. A course was briefly outlined which brought out a method of approach in introducing the subject of sex to:-

(1) Very little children in the training school, where the emphasis was on the processes of reproduction in plant and animal life.
(2) Adolescent girls and boys in the training school, where the emphasis would be more on home-making and eugenics.
(3) Prospective teachers where the practically successful method of presentation was studied.

The consensus of opinion at this Conference was that, while more investigation into the real needs of the college student was important, the education in sex should not be delayed. As actually tried out in many of the high-schools and colleges it was felt to have been of far more use than harm.

Such inner conflict not only handicaps the student in her work, but, if unsolved, starts her out with a false attitude toward life which makes all future rational adjustment difficult or impossible. Yet under right direction, clarification may occur during these susceptible college years, in individual cases and the student prepared for meeting life at the completion of her course with far greater success. The existence of these inner disturbances are frequently denied or ignored by a college faculty; nor is there any specially qualified person connected with the college whom a student may consult.

Some real questions causing uncertainty and conflict in the minds of college girls:

Masturbation: How harmful is it? If it has been indulged in, in the past, does it render a person unworthy of marriage or interfere with her bearing healthy children?

Homosexuality: is it wrong in itself? If a girl finds herself falling in love with another woman, should she restrict all expression of that love?

Relation to parents: The mother (or father) wishes the girl to give up college that she may stay at home, as her parents are lonely.

Or her father does not wish her to become self-supporting. Yet she is planning her college course with this end in view.

Repression: with its accompanying neurotic symptoms. A girl may not know what is the matter with her, but she finds herself too frightened to recite in class. Or a girl may show no physical defect, but faints when put under any strain.

Dislike of boys: In the co-educational college in particular, there will always be the girl who wonders why she is unpopular with men. She may be good looking and brilliant but finds men uninteresting -- does not like to dress up, etc. -- yet regrets that she feels this way.

Sexual desires constantly recurring and interfering with work.

Uncertainty in regard to knowledge -- an eagerness on the part of students to know from a person who is not shocked at questions and who has a real scientific foundation -- in chief from a person who understands. This ignorance is frequently associated with fear and superstition, causing needless suffering to the student, and inhibiting normal emotional out-going.

These struggles are conscious on the part of the student and perhaps less serious than the false point of view toward life held by many girls which is unconscious, but can be corrected during college years more easily than later on.

Such is the sentimental attitude toward love obtained from movie shows and the trivial fiction of the day. The girl conceives of the success of her marriage as depending entirely on the selection of the "right" partner and then trusts her "feelings", intuitions, which she does not recognize as sexual, in making the selection.

There is also among any group of modern girls the sophisticated type. They have heard of Greenwich Village and feel they really "know life" because in their minds they have discarded "moral codes". This group is often without any ideal attitude toward the whole subject of sex and may be, without counteracting influences, an unhealthy element in a college community.

11. Suggested ways of remedying this need in the colleges.

1. Course of lectures.

The chief use of a course of 2,3 or 4 sex lectures is in eliminating superstitions in regard to sex.

Advantage

It might be impossible for a girl to discuss masturbation in relation to herself, but her mind may be relieved by general discussion in a lecture.

Lectures can also give to the girl a sense of right proportion -- bringing out the importance of general good health to normal sexual experience; the care of the body during menstruation, so that this function does not become an undue handicap in the life of the

girl; the desirable elements in the emotional relationships of girls to each other, etc.

But such a course of lectures does not meet the individual case at all in solving more concealed conflicts. It is at best a very superficial mode of attack.

Disadvantage

Also it may, in the hands of the wrong person, do actual harm by arousing curiosity without possibility of satisfaction, and stimulating sexually by directing thought along sexual lines -- this one subject being the great point of emphasis in the course.

2. The Establishment of a Hygiene Department.

This would be so obviously desirable that there was only favorable comment on such a move. The one question that was raised was: "Could such a department supervise adequately sex education?" "Did the average M.D. know enough about this highly technical subject to find out what the students needed and how to supply it?"

The concensus of opinion here was:

1. A hygiene department is a most desirable department to have in a college to supervise the general health of the students.
2. The problem of sex education could, however, not be trusted to such a department, because:

   a. It is a highly technical subject. Only a specially trained person can handle it.

   b. Too little is known about it to hand the instruction over to the average M.D.

   c. It is a subject involving in its right handling, individual interviews and research which the

Hygiene Department could not possibly give in the beginning of its own development. The faculty of the average college makes a concession in establishing a hygiene department anyway. They could not be persuaded to include as a part of that a specially trained individual who could be used only to help a limited number of students.

3. There are certain dangers that must be frankly recognized and avoided in the presentation of sex.

   a. The emphasis should not be such as to make an appeal to the neurotic student only or chiefly.

   b. As theidea of greater emotional freedom is conveyed to the girl, the sense of increasing individual responsibility should be developed.

111. Changes in college curriculum.

The two above methods of meeting the problem of lack of sex education in the colleges are based on a recognition of the desirability of imparting actual knowledge to the student. But the imparting of knowledge involves co-operation on the part of other departments of the college.

The doctor cannot suggest to a girl that she take more out-door exercise in a college which drives its students so hard, that no time is allowed for physical activities. The problems of the student are easier to meet in a college which furnishes a really vital curriculum. A course which gives to the student no free expression of herself through her work -- in particular through her writing and dramatic courses offers a poor place for the inculcation of sex ideals. In other words, there should be on the part of those making the curriculum recognition of the emotional as well as the intellectual needs of the average student.

Is not the purpose of education to fit students to meet their individual responsibilities more and more successfully? Sex education or education in mental hygiene is not only a question of the imparting of knowledge, but the teaching to the students

through actual experience in the college the technique of adaptation to life.

IV. Constructive suggestions evolved:

1. That the Hygiene Department while a most desirable department in the college, could not, except under very unusual conditions meet the lack of sex education in the colleges.

2. That the lectures did some good but were inadequate. Here there was difference of opinion as to amount of actual good accomplished, those who had given these lectures feeling that they had had a definite value, others feeling that in view of the dangers, they better be given up entirely unless the college was sure of its lecturer.

There was general agreement that we needed to know more of the emotional experiences of normal people before we could make any extensive or positive advance in the problem of sex education.

3. Plan of investigation:
To place in some one co-educational college (preferably in a college which has a hygiene department) two specialists, a man and a woman, to meet with individual students and ehlp them in the solution of their special problems.

These persons would have to be accepted by the faculty, who would refer individuals to them.

The object of such an experiment would be to secure actual data on which plans for a rational presentation of sex might be given. Until these results can be obtained other efforts to meet the problem should be continued as heretofore; but we are in danger at present of trying to educate faster than we are justified by the data in hand.

Data on the emotional problems of college students would throw a flood of light on the shaping of a curriculum

adapted to the emotional needs of the students.

V.

V. Some of the questions requiring elucidation before we are justified in proceeding further in sex education.

These can be solved by a frank study into the intimate actual experiences of normal individuals.

Facts not well understood.

How far is actual physical sex expression a desirable element in the experience of the average person under 25 years of age? Is there evidence to show need of this? If not in the case of all types, is it desirable in the case of some?

How far can sublimation be successfully achieved? If we desire all students to sublimate during their college course, should not the curriculum be adapted to this end.

May not the attempt to force students to sublimate by teaching rigid moral codes of the "thou shalt not" variety, do more harm than good, by driving the individual who cannot sublimate into more perverse manifestations of sex than would occur under more lenient codes?

Must not training in control of the sex impulse be begun in infancy; and if so, can we do more with adults than suggest the way to bring up their children?

Does the average girl sublimate more successfully than the average boy, and if so, is this ability due to temperament or training.

Method of presentation tof sex to students.

How far can these problems be presented in classes of boys or girls? In classes of boys and girls together?

Is the chief difficulty of the student due to lack of scientific knowledge or faulty point of view, or absence of high ideals?

How shall we meet the problems of masturbation and homosexuality?

Problem of Girls

How closely is the problem of sex related to social customs?

In the case of the woman, can her sexual problem be elucidated without defining a general end toward which we are aiming in the development of the home?

What advice shall be given to engaged girls in regard to contraception?

HDM

THIRD CONFERENCE ON SEX EDUCATION
CHICAGO UNIVERSITY

On February 14th a third conference was held at Chicago University to consider the general plan worked out at the two Conferences in New York. The Universities represented were:

Chicago University
University of Illinois
University of Ohio
Cincinnati University
University of Missouri
University of Indiana

At this Conference the question was taken up almost entirely from the practical point of view as to how a psychiatrist or trained consultant could best be introduced into the University.

Two possibilities were suggested:

1. That such an individual could be a part of the Hygiene Department where such a department existed. The Hygiene Department at the present time in most Universities deals not only with cases of illness, but has complete supervision of the health of normal students. A consultant in such a department could be easily made accessible to "normal" young men and women and need not be called a "psychiatrist". Yet if highly trained he could give material assistance to the department, since many students are suffering from emotional disturbances rather than physical disability.

2. It was suggested also that such a consultant might be made an assistant dean, since in one college at least the dean is also the director of the Hygiene Department. It was felt by some that the dean of a college was in peculiarly close touch with the women students and that this approach would seem more natural and less from the illness side.

The actual introduction of a psychiatrist into the University seemed to all present eminently practical and if financed from outside, could probably be arranged for in any of the Middle Western Universities.

(4) For the present, therefore, considering the great need on the part of many students for a solution of their mental disturbances (always handicapping to work) would it not be well to introduce into the college a psychiatrist or specialist who could be consulted freely by individual girls just as the doctor is at present? This would be of practical value to many students and would have research value in bringing to light a knowledge of the emotional conflicts of so-called normal young men and women of college age.

(5) Would not, finally, a greater knowledge of the nature of student difficulties also help much in the development of the curriculum? Have we enough subjects which arouse the interest, and appeal to the enthusiasm and imagination of the students? Has not the curriculum been planned without reference to the physical and emotional needs of the girls? This questions would be answered to an extent by a greater knowledge of the unsatisfied desires of the bulk of college students. These points were brought out more fully in the Conference, a resume of which is appended.

We find in the Middle Western Universities a recognition of the same need for sex education felt in the East. We also find the same conviction that unless the subject can be rightly presented, no instruction at all should be given. The danger is two-fold:

1. Stimulation of sex feelings by over-emphasis upon its physical manifestations.

2. Inculcating rigid standards of behavior oftentimes grounded on utterly false conceptions of the whole subject.

There was general agreement with the point of view taken by the Eastern Conferences that what we need is further research into the emotional needs of men and women before we could extend much further our instruction on sex morality.

MATTERS FOR FACULTY DISCUSSION AND ACTION, 1924-1925

1. Raising the probation level
2. Grading system
3. Special treatment for leading students
4. Quality of instruction in elementary courses
5. General college policy

1. RAISING THE PROBATION LEVEL

Moved, that the regulations adopted by the Faculty of the Colleges of Art, Literature, and Science on February 8, 1913, to the effect that a student be placed on probation

> "when at the close of (his third or) any subsequent Quarter, his entire record, exclusive of credit in Physical Culture, is ~~more than four gradepoints below~~ the ~~normal minimum of two per major taken~~"
> standard required for graduation

be amended by the omission of the words

> "more than four gradepoints".

Moved, that the regulation as amended be first applied at the end of the ~~Winter~~ Spring Quarter, 1925.

2. GRADING SYSTEM

Resolved, that this faculty approves in principle the plan of the simpler grading system as set forth in the "Plan for a Simplified Grading System" of which copies have been distributed to the faculty.

Moved, that the Dean of the Colleges be requested to confer with the Deans of the other Undergraduate faculties with a view to securing unanimity of action in this matter.

--A PLAN FOR A SIMPLIFIED GRADING SYSTEM--

The present system is unsatisfactory.

A. It contains so many grades that instructors tend to grade over only a part of the scale, generally the higher part. This has been shown by statistics collected by the School of Education

B. A very important object of grading is to point out to the Deans cases which require special adminstration. The administrative officers feel that the present system serves rather to obscure than to distinguish such cases.

C. The system disposes the student to think of his college course in terms of grades and grade points. The official insistence upon gradation tends to make him think more of the measurements than of the thing measured. The system constitutes a considerable and distracting factor in the student's thought, and a large element in his conversation with fellow student's. It leads in large extent to the election of courses with reference rather to the securing of grade points than to the inherent value of the courses. It results often in the belief that the instructor has been unjust; and this belief in turn creates an attitude of hostility which prevents work of the right sort. Most grades moreover fall within the range indicated by the letters C, B-, and B, and it is therefore upon divisions within this range that thought, words, and feeling are most freely spent; yet this is precisely the range in which subdivisions are of the least real importance; for it is the general field which intervenes between danger and distinction.

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

The following plan is now proposed:

Grade	Meaning
H	Passed High
M	Passed Medium
L	Passed Low
F	Not Passed

This system answers all the questions that are in point of fact needed for the differential treatment of the students. For those questions are, first, "Did the student pass or not?"; second, "If he passed, did he pass

with such distinction as to merit differential treatment on that score?", and third, "If he passed, did he pass with so narrow a margin as to require differential treatment on that score?"

The adoption of this system would involve the following corolleries:

1. The disuse of gradepoints;
2. The statement of graduation requirements in the following terms: "36 majors passed; plus one extra major passed high or medium for each three majors passed low".

The experience of the enlarged staff of Deans, and the opportunities for more individual study of individual cases made possible by the enlargement of that staff, lead also to the following corollery:

3. That questions of dismissal, probation, and eligibility be left to the Board of the Colleges and the Deans, with the understanding that the levels will be essentially as at present.

1) omitted

On the average, twenty percent of those who passed would receive the grade "passed high"; sixty percent would receive the grade "passed medium", and twenty percent would receive the grade "passed low".

2) omitted

Former grades are to be translated into the new terms on the following plan:

A, A- = H
B, B-, C = M
C-, D = L

3. SPECIAL TREATMENT FOR LEADING STUDENTS

Resolved, that this faculty approves the principle of special treatment for leading students; and that it approves in general the suggestions made in the report of the Committee on Leading Students, of which copies have been distributed to the faculty.

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

COMMITTEE ON LEADING STUDENTS

REPORT

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

Definition

The choice of the term "leading student", in place of "superior" or "gifted student" (terms widely used in the literature of the subject), stresses the possession of qualities other than the purely intellectual and the aim of contributing those qualities to the public good.

In general, the leading student is one who is an efficient searcher for truth for the sake of its human values. Specifically he is one who possesses in notable degree a considerable number of the qualities which imply leadership, such as:

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

18. Purposefulness
19. Vision
20. ~~Love of one's fellows~~ Social mindedness

Discovery

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

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

The deans have other opportunities. In the case of new registrants they may-and do now-consult the data afforded by the Selective Admission blanks. These data might be supplemented by asking High School principals, early in October, for special lists of such of their students matriculated with us as they deem leaders in the terms of our definition. In all cases, the dean has the opportunities of discovery afforded by the regular quarterly consultations with students involving examination of each student's record. In many cases special consultations add to these opportunities.

In the case of the entering class, exemption from English 1 constitutes a prima facie indication of general excellence.

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

Sectioning on the Basis of Ability

Sectioning on the basis of ability is recommended for courses having two or more sections meeting at the same hour. In the opinion of the committee it should be used in those Junior College courses in which material is standardized and in which content is given greater emphasis than skill. The underlying principle of the scheme is that each student should be kept at his highest level of achievement. It can be cogently argued that the practice of sectioning is of great value to the average or poor student. But since the concern of this committee is with the student of special promise, it is sufficient to point out here the development through legitimate competition and through concentrated mental activity which comes to one liberated from the requirement of sitting day after day under instruction devised for thinner minds.

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

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

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

Singling Out

In courses which do not lend themselves to sectioning, the individual leading student may be encourged to attain and maintain his best pace in various ways. He may be released from certain requirements, as from drill, from daily class attendance, or from attendance upon certain days specified to him by the instructor. He may be given departmental permission to drop a course and pass into a more advanced one. Certain substitutions should be permitted him. At his option he may, instead of taking the final examination, make a review of the course, the completion of the review to be reported to the instructor. Through co-operation between the departments and the deans he may be allowed to substitute special work for required courses, as in sequences.

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

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

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

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

Some of the most valuable encourgements are those which are still more personal. Such encourgement cannot be given without the sacrifice of time on the part of the instructors oftentimes engaged in matters of great import. But it is the earnest conviction of the committee that not only acts of thoughtfulness and confidence, like the lending of books, or the exhibition of personal experiments in research, but also the offering of individual hospitality and fellowship are among the legitimate rewards of promise.

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

Groups and Honor Societiesal

Oftentimes studious undergraduates with much in common do not know each other at all, and they rarely have that persona social contact with their instructors which we of the older, smaller, more leisurely days remember as among the bountiful influences of our education. We have in Arts, Literature, and Science nearly three thousand undergraduates living widely scattered. The bringing together of like spirits under conditions which foster the quickening of ideas is a benificent office which instructors and deans are in a position to perform.

Such small groups have been broughttogether to mutual profit and delight in faculty homes, and the practice should be extended. If a fairly small group of outstanding students could meet once a year with the President of the University, in an informal way, about an open fire, the occasion could be made one to justify the expenditure of time and energy on the part of even so important and weightily occupied a University officer. It is possible for such groups to do for a student informally during all his college life what Phi Beta Kappa seeks to do formally in the last year.

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

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

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

Publicity

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

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

Awards

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

For those leading students who must have more than their tuition fees if they are to remain in the University and do their best work, there should be awards comparable financially to our present fellowships. These distinguished students should not be lost to us nor their work impaired by necessity of outside labor. The committee agrees that "instead of fearing that money cannot be found to finance opportunities for students of unusual ability, we might rather have an expectation that financial aid can be secured for this cause very easily. . more readily than for general endowment. (1)

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

Educational and Vocational Guidance

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

Standing Committee

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

.....

It is no part of the desire of the Committee to plan a college exclusively for superior students. It is entirely possible to give rich natures the nutrition they need without starving the "multitudinous medicore", Indeed, the great mass of students will in the long run indubitably profit, for a trained mind is a fecundating influence. Sent out into the world, the possessor of such a mind will as teacher, as parent, as doer and thinker in whatever field he enters, be a force of light and leader, sending back in his turn to the colleges those who can take with power the next stride forward.

(1) J. B. Johnston, in School and Society, Vol. 35

If such minds are suffered to be content with less than their best, there is no check to the process of base-leveling. It is the heartening duty of the college instructor and administrator to see to it that the salt shall not lose its savor.

Respectfully submitted,

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

Author Morgan, BB

Title girl in the family

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